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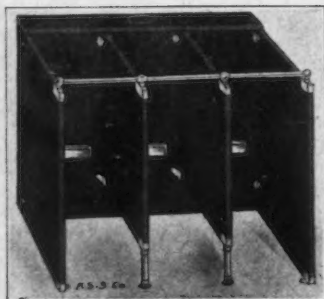
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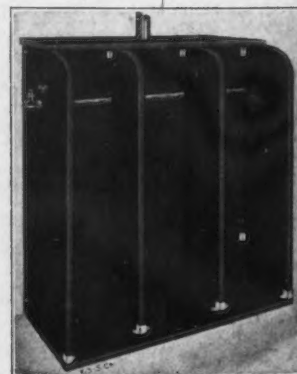
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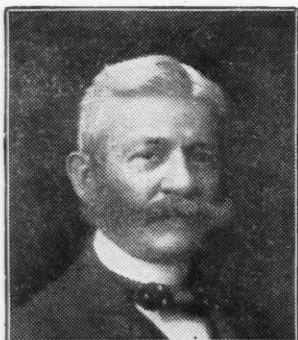


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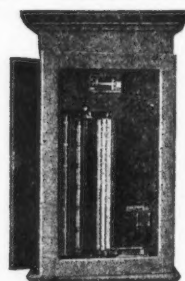
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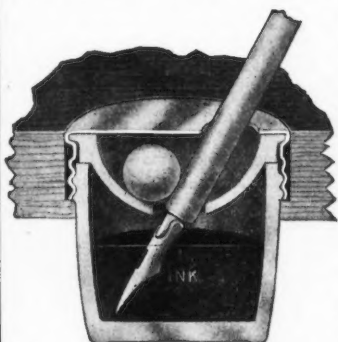
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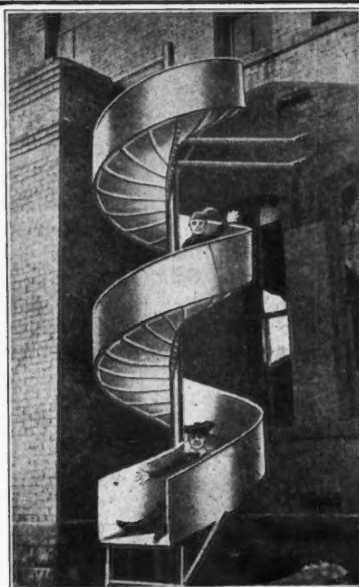
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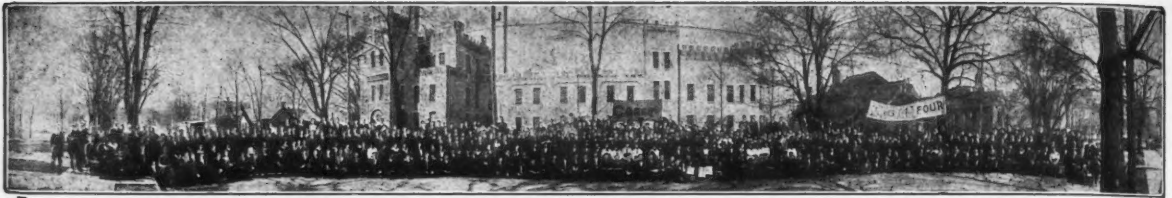
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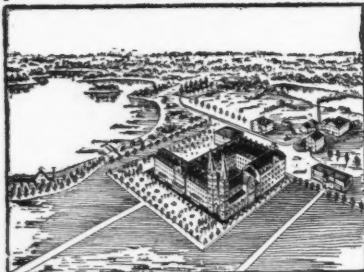


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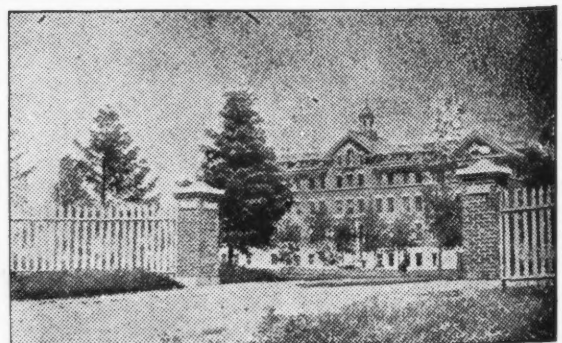
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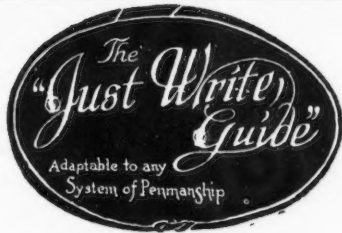
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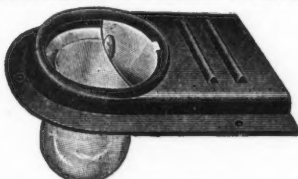
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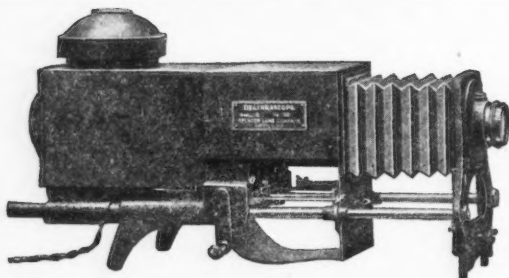
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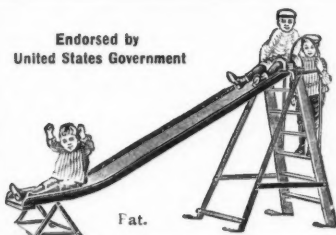


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WITH WHICH IS COMBINED THE CATHOLIC EDUCATIONAL REVIEW AND THE TEACHER AND ORGANIST

VOL. SIXTEEN; Number Four

MILWAUKEE, SEPTEMBER, 1916

PRICE, \$1.50 PER YEAR, OR \$1.—IF PAID IN ADVANCE.

For a Successful School Year. The janitor is whistling bravely of mornings, and grumbling not less bravely of afternoons; the stairs are heavy with the tramp of little feet—those feet that make so much noise in proportion to their size; the playground during the recess period is alive with laughter, and all during the day that indescribable but unmistakable buzz tells us that school has "taken in." Another school year is with us, void and shapeless as yet save in its potentialities; and it is in our hands to do with it what we will.

Let us ask Almighty God to bless it and make it our banner year. May the void be filled with beauty and may every golden promise bear abundant fruit. May the little feet on our stairways never drag in real or fancied grief, and may the child laughter ring merrily long after childhood has been left behind. We hope that this year both teachers and pupils will learn much—about themselves and about each other, about nature and about books, about men and about God. And we hope that, for both teachers and pupils, the only pains will be growing pains; and of these we wish everybody a copious plenty.

Those Tickling Answers. We have read no examination papers so far this semester, and therefore we are all able to appreciate in fitting perspective the element of the unexpected to be found in the answers some children vouchsafe in oral and written tests. A gem of purest ray serene was recently unearthed in Sunday school. The teacher had narrated the parable of the Good Samaritan, and then proceeded to question the class. "Why," was asked, "did the priest and the levite pass the poor man by?" "Because," was little Willie's unexpected response, "they saw that somebody had taken away all his money from him already."

A young Christian Brother, in his last year in normal school, was giving a specimen lesson on prayer. He had followed the orthodox procedure of advancing from the natural to the supernatural, and devoted several minutes to telling a story about a little boy who wanted to go in swimming, and accordingly asked his mother's permission. His mother was a little reluctant to let him go, but he kept on asking and at last received the desired permission. The young teacher wanted to prepare his class for a consideration of the importance of being in earnest when we ask something of God, so he propounded the following question: "Why did the boy who wanted to go swimming ask his mother several times?" "Because," volunteered one nonchalant youngster, "it was an awful hot day."

A teacher of English has a formidable collection of entertaining replies which he keeps as a vintage for festive occasions. He has discovered, thanks to one of his pupils, that Chaucer "lived in the age of Chaucer." That boy will be a wonderful physician when he grows up—he understands diagnosis. From another source he learned that "Caedmon lived about the same time as Chaucer and wrote an early English language. He was a singer and had a dream in a stable and tended towards religion." And again: "Spenser made a translation of the *Æneid* (sic) in which he tells about Helen of Greece who became the wife of Pallas." "Spenser wrote in rhyme but leaned back on the ancients." "Bacon wrote his *Vox Clamantis* and *Speculum Meditantis* on different forms of scientific discovery." "Keats wrote a number of sonnets, both long and short." "Burns come at the beginning of the nineteenth century. He was an accident."

But the prize must go to the youth who evolved the following bit of literary criticism on the lines from Pope's

Current Educational Notes

By "Leslie Stanton" (A Religious Teacher)

"Rape of the Lock":

E'en there before the fatal engine closed,

A wretched sylph too fondly interposed;

Fate urged the shears and cut the sylph in twain.

"This passage is from Milton's 'Lycidas,' which shows the regret and grief Milton feels for the loss of his friend who was drowned. The fatal engine may refer to the two factions in the House of Parliament, although the critics themselves are not certain. The sylph refers to the thread of life. According to the Classics there are three threads, one which ushers men into the world, one of life, and the other of death. Fate is here personified and cuts the thread of life. He was drowned in the Irish Channel."

From St. Jerome. All the wise things in pedagogy have not been said in our own day and generation. Our modern psychologists and educationists say many things impressively, and that is well; but too often they say them as though they were never said before, and that is mildly amusing.

The great St. Jerome is not, even to Catholics, the most likable of the saints. He was something of a rigorist and he was by no means free from the prejudices of his day against some things that we regard as healthful and necessary. But that he had some wise and enlightened ideas on the subject of education is attested by the advice he gave to the Roman matron Laeta on the education of Paula:

Let her have an alphabet of little letters made of box or ivory, the names of all which she must know, that she may play with them and that learning be made a diversion. When a little older, let her form each letter in wax with her finger, guided by another's hand; then let her be invited by prizes and presents, suited to her age, to join syllables together, and to write the names of the patriarchs down from Adam. Let her have companions to learn with her, that she may be purred on by emulation and by hearing their praises. She is not to be scolded or brow-beaten, if slower, but to be encouraged that she may rejoice to surpass, not envying their progress, but rejoicing at it, and admiring it whilst she reproaches her own backwardness. Great care is to be taken that she conceive no aversion for study lest the bitterness remain in riper years.

Certainly not a despicable regiment, even though the learned doctor did not apparently approve of our phonetic methods!

James Whitcomb Riley. It would be difficult to estimate how many eyes dimmed with honest tears and how many lips softened into reminiscent smiles and how many hearts throbbed with genuine regret when the news flashed across the country last July that Indiana mourned the death of her unpretentious bard. Not the grand old masters, not the bards sublime, have been loved as this kindly, simple Hoosier has been loved for almost half a century.

Neither a great poet nor a great philosopher was James Whitcomb Riley. He had any number of limitations and was at times praised but patronizingly by lecturers and critics and professors of literature and such gentry who, mainly because they can't write themselves, devote their time and talents to the adjudication of affairs literary. But Riley is loved today and will be long remember because everything he wrote possesses the human touch that makes it something that everybody with a human heart unspoiled and unfrozen can feel and understand. Over that malodorous "ole swimmin' hole"

he flings an undying fabric of romance; the very obvious fatalism of the sentiment, "It's got to be and it's goin' to be," he somehow robs of its pagan hopelessness and chill; and winsomely he preaches to the American people a needed gospel of simplicity and contentment in "Ike Walton's Prayer." And he is at his homeliest and therefore at his best in such utterances as:

"Oh, the world's a curious compound, with its honey and its gall,

With its care and bitter crosses, but a good world, after all,

An' a good God must have made it; leastways that's what I say,

When a hand is on my shoulder in a friendly sort of way."

"Jim" Riley knew the heart of the boy as well as Eugene Fields knew it; and he understood the ways of goblins that will get you "if you don't watch out"; he reveled, though never unkindly, in the gawkishness of adolescence, its ambitions and its fanciful dreams; and, long before evening had come into his own life, he had sensed the beauty and the pathos of old age. Now that his voice is stilled, the poetry of the people seems robbed and dwarfed, for even in Indiana there seems little promise that we shall ever look upon his like again.

"Well, goodbye, Jim:
Take keer of yourse'f!"

Writers and Speakers. James Whitcomb Riley was among the relatively few singers who give a satisfactory account of themselves when led out upon the lecture platform. Common sense ought to tell us that because a man writes poetry it does not follow that he can read it interpretatively, much less discuss other poets with discrimination; that if the poet is born-not-made, the public speaker is born-and-made. But, despite common sense, reinforced by bitter experience, we insist on taking it for granted that any man who has written a book is able to hold an audience. A little more than a year ago two eminent Englishmen, both recognized as Catholic and literary, were urged by friends from whom they should have prayed to be delivered, to engage in lecturing in this country. They were both very nice gentlemen; but they didn't know how to speak in public. Young people frankly squirmed and shuffled; older people in many instances as frankly fell into snoreless slumber; and, the lecture over, hypocrites both old and young stormed the platform and assured the lecturer that they had enjoyed it so much. Really, is it not time to interest the Society for the Suppression of Bores in public speakers who can't speak and in effusive prevaricators who encourage them?

Would that we had more of the courage and discrimination of one of Dryden's contemporaries, the actor Southern. Colley Cibber, then a young and promising playwright and a pretentious but mediocre actor, had written "Love's Last Shift" and submitted it to Southern for an expression of opinion. The old veteran delivered himself thus: "Young man, your play is a good one; and it will succeed, if you do not spoil it by your acting." Similarly, to many a writer of our own day it might be said: "Old man, some of your work deserves to be read in public; but don't dare to do the reading yourself—get some one who knows how."

Of course, some literary men are good readers; we recall at once two men with little else in common, William Butler Yeats and Thomas A. Daly. But it seems that most of them resemble Oliver Goldsmith whose friends were kind to him when they said that he wrote like an angel and talked like poor Poll.

Bits of Literature. We have recently seen for the first time "Selections from Classic Authors" by the Brothers of the Christian Schools, in the De La Salle Series of reading books. The volume is packed with good things, special attention being given—as is right—to Canon Sheehan, Montalembert, Ozanam, Cardinal Newman, Lacordaire, Archbishop Spalding, Balmes, Chateaubriand, Brother Azarias, Father Faber and other Catholic writers. The notes are brief, for which we are thankful. The selections are all brief—in some case possibly too brief to impart an adequate impression; but that state of affairs is doubtless due to the limitations of book making. The volume should serve several classroom purposes, including that of intensive analysis of specimens of English in connection with composition work.

The Palmer Method. A news note in the public press

informs us that in the standardization of textbooks and methods in the Archdiocese of Chicago the Palmer method of penmanship has been adopted for use in the Catholic schools. Most of the Chicago Catholic schools, it is safe to say, have been using the Palmer method for years, so the rule will cause but little confusion and hardship. The Palmer method has long since passed out of the experimental stage, and almost from the start Catholic teachers have been among its most enthusiastic advocates.

IN THE FAR WEST. Catholic Teachers throughout the country will rejoice at the news that the Archdiocese of San Francisco held its first Catholic teachers' institute last summer and that the event proved in every way a source of inspiration and efficiency. Our schools in California have been doing excellent work, but heretofore they have suffered from lack of organization and diocesan supervision. Dr. Pace and Dr. McCormick of the Catholic University gave most of the lectures at the institute and offered valuable suggestions regarding grading and standardization. Under the kindly and clear-sighted patronage of Archbishop Hanna and the capable direction of Father Ralph Hunt, the newly appointed diocesan superintendent, the San Francisco schools seem destined to enter upon an era of increased usefulness in that thoroughly Catholic community.

Books for Children. We are already near enough to the Christmas season with its riot of indiscriminate gift making to render timely a consideration of children's books. And first of all we must face the fact that most of the alleged "juveniles" on bargain counters and in public libraries are unmitigated trash. Last year a sixth grade pupil came home with a gaudy volume which his teacher had given him as a premium and proudly showed it to his father. The fond parent opened the volume at random and this is what he read:

He sniffed luxuriously. "That's a bully stink!" he said to his companion, with a boy's carelessness to adapt his language to the nature of his thought.

"I'm for a dip right off."

"To heck with swimming!" was Ormonde's irritable reply. "You want to fool at some darn thing every blessed day; we've not got a round the traps for a week."

"What if we haven't?" Orofino rejoined. "I don't give a rip for the blamed old skins. I'm in this for the fun of it. I'm for a swim, and what's more, I'm going to have one. Don't be yellow. Come along."

"Hanged if I won't!" was the gracious reply. "I'll be with you in a jiffy."

The father was just a little bit upset. Himself a man of some culture and refinement, he was rather anxious that his boy should grow up with an aversion for vulgarity and slang, and he found it disconcerting that the school should vie with the street in familiarizing the lad with rude and slipshod English. So he called on the teacher and explained his point of view; then he discovered that the teacher had not read the gift book and was remarkably deficient in knowledge concerning the books he had given other members of the class.

Several years of contact with so-called children's books have forced upon me the conviction that nearly all of them are objectionable because they are vulgar or because they are namby pamby or because, like the cartoons in our Sunday newspapers, they teach lack of reverence and respect. We have few writers for girls like Louisa Alcott and few writers for boys like Father Finn.

But what are we going to do? The best thing we can do is to realize, and bring our pupils to realize, that the great books of the world make the best reading in the world. If we wish our pupils to read stories, why should we encourage them to waste their time and their brains with what is rapid or silly or vulgar? A pupil who knows enough to read "Peck's Bad Boy" certainly knows enough to read "Fabiola" and "Kenilworth." "Peck's Bad Boy" will teach him to play tricks on his father; "Fabiola" and "Kenilworth" will stir his noblest emotions, fill his imagination with beautiful pictures, familiarize him with good English and rank for all time among his most cherished possessions.

The practice of writing down to children—like the practice of talking down to children—is a serious error. Really good literature is not beyond the grasp of even very young children; it does not mean to them all it will mean ten and twenty years hence, but they will get more from it than they will get from the wishy washy fiction that the department stores offer for their exclusive consumption. When our teachers come to realize this and devote a little time to helping their pupils over the initial difficulties, the problem of reading for children will have solved itself. The best reading for children is—the best reading.

The Religious Basis of Pedagogy

By Brother Leo, F. S. C.,

Professor of English in St. Mary's College, Oakland, Cal.



BROTHER LEO, F. S. C.

wholesome stimulation. The religious interest in life is the supreme interest. The religious explanation of life is the nearest to a complete and satisfying explanation. The religious motive in life is the highest possible motive. The religious theory of living is the theory most fully in consonance with man's noblest potentialities.

Therefore religion, far from being a drag on man's existence, far from being a check on his legitimate impulses and ambitions, far from being a gloomy something invented for the express purpose of taking the joy out of life, is really a powerful auxiliary, a source of added strength and refreshment and rightly understood and rightly practiced, religion as an element in the art of living is essentially positive and dynamic. Its moral function is to supernaturalize the natural—that is, to bring the latent powers of man to a fruition worthy of his nature, his gifts and his destiny. It is, to use the parlance of the moment, a prime factor of efficiency. Young Sir Galahad's strength was as the strength of ten because his life as a warrior was shaped according to religious ideals.

If all this is true—and by the audience to whom these lines are addressed its truth cannot consistently be called into question—it must necessarily be true, not alone of life in general, but of every department of life and every human activity. It has its application in the sphere of domestic relations, in the arts of government and diplomacy, in the marts of commerce, in the artist's strivings after self-expression, in the daily routine of the classroom. Let us examine more in detail some of the ways in which the religious spirit vitally enters into the art of teaching that it may rightly be said to constitute the basis of true pedagogy.

And, first of all, what do we mean by religion? Many men, sometimes even the well-meaning and devout, fall into error by confusing the essence of religion with its appurtenances and its forms and manifestations. Thus, religion is not attendance at church, it is not the repetition of certain prescribed or extemporized formulas of prayer, is not the practice of a given virtue or the avoidance of a given vice, it is not devotion to certain forms of social service or even the conforming of one's life to a specified set of principles. All these things may be, and frequently are, the outward expression of the religious spirit; but, as cynics in every age have loved to point out, they may be nothing more than symptoms of delusion, disease, fanaticism and hypocrisy.

Religion, in its essence, is union with God. What are called the practices of religion, such as prayer, the frequentation of the Sacraments, divine worship, the spiritual and corporal works of mercy, derive their sanction from the fact that they are means either of attaining a higher and closer union with God or indications of the degree of union with God already attained. All of them are forms of union with God. One form of union is knowledge, and hence we have spiritual reading, meditation and religious instruction, which increase our knowledge of God. Another form of union is love, which makes clear and necessary Our Lord's summary of the whole Christian life—the love of God above all things and the love of the neighbor for the sake of God. Love, both in the natural and the supernatural order, inevitably tends to imitation; hence, the reasonableness of imitating Christ and the saints. Again, just as union in the natural order thrives on conversation, so union with God grows

apace by means of liturgical and private prayer. Finally, union manifests itself in the desire, at least in part consummated, of sacrifice, of self-immolation for the object beloved; and we invariably find some form of holocaust—which is an act either of consecration or atonement—as an integral part of religious expression. Participation in the august sacrifice of the mass, self-dedication by means of vows and the practice of mortification are thus logical outpourings of the religious spirit. Self-immolation as a manifestation of union with God was admirably characterized by St. Paul as the desire to (1) be dissolved and (2) to be with Christ.

Such being the true conception of religion, it is evident that religion has an intimate and active connection with pedagogy. Pedagogy is the process of educating—that is, of drawing out and developing—the child's faculties and powers; and at no phase of the long and complicated process can the demands and the services of religion be ignored.

Modern psychology includes all mental operations in a threefold classification: Cognition, feeling and conation. Cognition is the acquisitive power, the operation by which the mind learns and realizes, becomes aware of things in their nature and relations. Feeling is the affective power, the operation by which the mind experiences emotions of pleasures and pain. Conation is the effective power, the operation by which the mind desires, wills and expresses itself in action.

Pedagogy concerns itself with the unfolding and directing of cognition, feeling and conation. It teaches the child the art of acquiring and classifying knowledge, it seeks to impart a wholesome emotional tone, and it aims at developing and strengthening such habits of will that the child may form desirable volitional impulses—both the active or "yes" impulses and the inhibitory or "no" impulses. And in this far-reaching and eminently important task pedagogy works, not only under a heavy handicap, but in utter and hopeless futility, if it does not utilize at every step and in every possible way the aids proffered by religion. For religion, dealing as it does with the whole life of man and effecting in some way every strand of his nature, gives greatly to and makes heavy demands on cognition, feeling and conation.

Religion gives unity, proportion and sequence to the schedule of studies. It teaches the child that all that is done, in word and in work, must be done for the honor and glory of God. It inculcates purity of intention. It bids the child remember, at all times and in all places, the holy presence of God. It urges utter and sweet conformity to God's adorable will. Insisting that the soul is more important than the body, that nothing profits a man if he suffer the loss of his soul, it gives the study of Christian doctrine and Christian morals its rightful priority among school subjects. On the other hand, religion does not permit the child to fall into the error of contemning any of the secular branches, for it makes him realize that God, speaking through parent and teacher, wishes him to give due heed to all, and that to them that love God—that is, to them who are imbued with the true religious spirit—all things, including mental arithmetic and the geography of Europe, work together unto good.

An ever present factor in the process of cognition, the process of acquiring and classifying knowledge, is attention. The art of study is to a very large extent the art of paying attention. Now mental concentration during an appreciable period of time is not a part of the normal child's birthright; it is a mental habit that must be formed and sedulously practised, and to that end every pedagogical device must be brought into play. What more potent and more effective pedagogical device than the thought of the holy presence of God? So pedagogically sound and illuminating as to partake of the nature of an inspiration of genius is the device which St. John Baptist de la Salle bequeathed to the Christian schools.

At every half hour of the school day one of the pupils arises and momentarily interrupts the routine of class work by saying aloud, "Let us remember that we are in the holy presence of God." Teacher and pupils make the sign of the cross and engage in a brief prayer, and then the lesson on resumed.

Religion, furthermore, facilitates the learning process by explaining many difficulties in study and in life. That "there's something in this world amiss" speedily becomes apparent to the child. At almost every step he encounters a door to which he finds no key. Some of those doors of perplexity and doubt may never swing open; but religion furnishes the closest approximation there is to a skeleton key. It reminds him of the fact of original sin, and presently he realizes something of what was in Balmes' mind when the brilliant Spaniard said that original sin, though a mystery, explains the universe. The child is puzzled by the anomaly of a man who, knowing what is right, persists in doing what is wrong; light breaks upon his young mind when religion explains to him the nature of temptation and the operations of divine grace. The vast field of history is to the child a confused, trackless, tangled mass of dates and dynasties and wars until religion shows him the workings of divine providence alike admirable in the fall of a sparrow and the discovery of a new world.

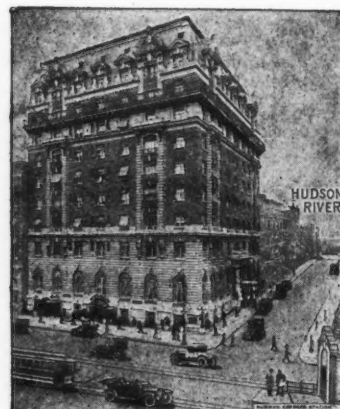
No knowledge is of genuine and permanent worth unless there has been a motive in its acquisition; and the higher and nobler the incentive the greater the joy in the process of learning and the richer the possession of the truth. It is a truism in pedagogy that what is learned through fear and coercion is from every point of view of less value than what is learned from higher motives; hence the stress placed by modern educators upon the utilitarian aspects of the school program. The child today is encouraged to ask, "What's the good of studying this? What do I get out of it?" Yet even secular educators must admit that the utilitarian motive is of doubtful efficacy when, as is too often the case, it receives but a narrow and material acceptance. The boy who assures you that he studies arithmetic and bookkeeping "so he can make money" and English grammar "so he won't talk like a boob," may be learning something, but he certainly is not being educated. That sort of training, carried to its logical conclusions, will not tend to culture and good citizenship; it would inevitably produce a race of forgers, bomb-throwers and safe-crackers. But when religion comes into the classroom with its viewpoint of eternity, it raises the utilitarian motive to the supernatural plane. It dwells upon the necessity—even from the standpoint of personal utility—of seeking first the kingdom of God and His justice. It shows the child that no field of knowledge is of little worth, for God is infinite knowledge and the aim of all His creatures is to grow more and more Godlike, that He wishes us to strive to be like to Him in knowledge as in everything else. It reminds the child that since we were created to serve God, knowledge will help in no inconsiderable degree to make us capable servants. And, in the winsome phrases that fell from Christ's own lips, it recounts to him the parable of talents and warns him against the sin of burying his treasures in the earth. It shows him that God is the Creator and that we are His creatures made for His love and service, and that because of our love for Him and His surpassing love for us, we are to employ every moment and every gift for His honor and glory.

"Let all be loved for Jesus' sake, and Jesus for His own sake." Thus does Thomas a Kempis lay down a rule for the conduct of the noblest emotion of the human heart. Religion teaches that God is the ideal lover and the ideal object of love. And so pedagogy must come and sit humbly at the feet of religion if it would learn how to develop the feelings and make them grow aright. The feelings demand ideals; and religion, and religion alone, supplies an ideal at all points worthy of our emotional yearnings. Religion teaches the child that naught is to be feared absolutely but God, that naught is to be loved absolutely but God, that naught is to be hated absolutely but sin which breaks our union with God. It furnishes the supreme, the all-embracing, the unattainable ideal: "Be ye, therefore, perfect as your Heavenly Father is perfect." As the child grows in knowledge of the world he discovers that every human idol has feet of clay, that the earthly men and ideas and institutions

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Two hundred young women in regular military dress have a camp in Washington in the interest of preparedness, learning the arts of warfare and Red Cross work. Some of them helped to make up the 145,000 in the big preparedness demonstration in New York City last May.

which he once sought to worship eventually topple from their pedestals. But religion guides his feet into a temple not made with hands where enthroned in the glory of the ages the eternal Ideal forever reigns. It is futile to strive, as some teachers do, to keep the child in the dark concerning the limitations of those around him; sooner or later—generally sooner—the child learns that his father curses, that his teachers makes mistakes, that the pastor gets angry, that the policeman drinks. But one thing will preserve in the child's heart the salutary and God-given feeling of hero-worship—religion, which reminds him of the existence of One Who was able to say, "Which of you shall convince Me of sin?" And bit by bit the child learns to look for what is Godlike in everything, to admire it and cleave to it for God's sake wherever he finds it, and to ignore all else.

Religion contributes powerfully to the cultivation of the emotions because, in the Catholic school, it sanctifies every moment of the school day. The school is not the Edison Grammar School or Miss McGunk's School or School Six-sixty-six; it is St. Elizabeth's School or the School of the Sacred Heart. The teacher wears a habit which is a symbol of his dedication to the service of God and his name is the name of one of God's saints. When the child enters the classroom he takes holy water from the little font at the door and signs himself in the name of the Holy Trinity. All day long he labors literally at the foot of the cross. On the walls are pious pictures; through the open window he glimpses the spire of the parish church. The school day begins and ends with prayer. He breathes an atmosphere redolent of religion.

Similarly his individual emotions are purified and ennobled. Ambition is directed into worthy channels; enthusiasm is fired by the example of Our Lord and the great Christian heroes and heroines called saints; holy fear is excited at the vision of God's judgments; compassion is aroused at sight of the suffering members of Christ's Church; and love is given its rightful object and its true proportions that the child may learn to say with St. Augustine, "Thou hast made us for Thyself, O God, and our hearts are restless ever till they rest in Thee."

The power of conation is not less indebted to religion for stimulation and guidance. For religion supplies the best possible motive for the exercise of volition and for the formation of right habits of willing. It constantly reminds the child that we have not here a lasting city, that the night cometh wherein no man can work. Kindly,

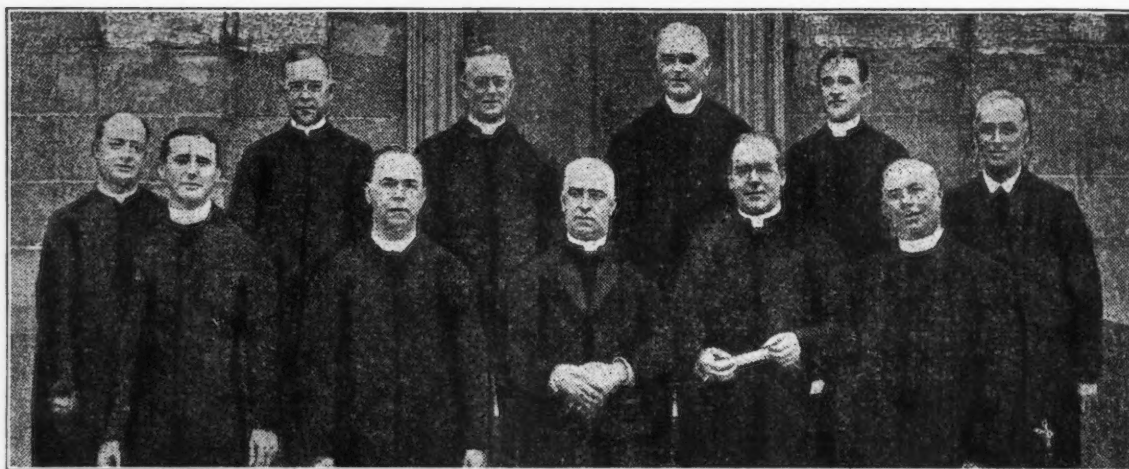
yet relentlessly, it points out to him the dangers that lie in his way, urges upon him the necessity of fighting against evil thoughts and sinful occasions, reminds him of his opportunities and his responsibilities. It stirs him to action alike through the hope of the highest possible rewards and the dread of the direct possible punishments. When religion is recognized as the basis of pedagogy there need be no fear of the child's growing into either a bigot, a mollycoddle or a cad. For the view of life it unfolds before him is broad as the universe and as deep as the sea, as high as the heavens and as solid as the everlasting hills.

Religion supernaturalizes the relations of teacher and pupil. The pupil sees in the teachers, not merely a man having authority, but a representative of God Himself; and that recognition makes for respect, affection and docility. And the teacher sees in the pupil, not a human being in the squirming period of evolution, not an animated sack to be filled with odds and ends of learning, but a creature of God, made for His love and service, whom he must daily fashion in the likeness of their common Creator.

Religion ennobles and elevates the teaching profession. Religion it is which makes teaching a continuation of Our Lord's sacred ministry, which makes the teacher an ambassador of Christ. Religion it is which gives the teacher his undisputed rank in the army of the Militant Church. Religion it is which makes of the teacher in the highest and truest sense an artist whose medium of expression is neither the impassive block of marble nor the flexible words of human speech nor music's sinuous sway, but the hearts and minds and characters of God's own little ones. Upon them he plays as upon an organ keyboard the melodies of eternal life, upon their impressionable and untainted souls he graves the image of the eternal Beauty, from their young lips he draws with more than earthly skill the words of life and light which saints and seers throughout the ages have found their refuge and abiding joy. Take religion from his work and it grows akin to piling bricks and selling cheese.

The dignity of the Christian teacher is great, his privileges rare, correspondingly weighty are his responsibilities. Often during the school day must he recall the holy presence of God; often must he make himself intimately aware that God is the real teacher of every lesson, the source of every good inspiration, the fashioner

(Continued on Page 196)



THE CATHOLIC EDUCATIONAL ASSOCIATION
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CATHOLIC EDUCATIONAL CONVENTION.

Catholic educators and men prominent in educational work from all parts of the country, gathered in Baltimore for the thirteenth annual convention of the Catholic Educational Association which opened there on Tuesday morning, June 26, and closed on Thursday afternoon, June 29. Besides the Apostolic Delegate and Cardinal Gibbons, who were present at different sessions, many other Church dignitaries were in attendance, thus lending their support to a movement which has at heart the closest and most vital interests of the Church.

A pleasant feature of the convention was the presence of Rt. Rev. Bishop O'Connell, of Richmond, Va., the first President General of the Association, whose efforts in the early days were such a strong factor in the growth and stability of the organization.

Nearly all the delegates arrived in Baltimore on Monday. In the afternoon there was a meeting of the Executive Board at the Rennert Hotel, which was headquarters for officers and committee meetings. In the evening at 8 o'clock at Calvert Hall there was a reception to the members of all Departments and Section, followed by registration. The Executive Committees of the different Departments met later, also the Advisory Committee of the Association, perfecting all plans for the convention, and mapping out work of the coming year.

On Tuesday morning the delegates and visitors attended a Mass at the Cathedral of the Assumption. Rt. Rev. Owen B. Corrigan, D. D., V. G., Auxiliary Bishop of Baltimore, welcomed the delegates in a few happy words. Immediately after Mass the convention was opened in Calvert Hall assembly room, with an address by the President General, Rt. Rev. Bishop Shahan, rector of the Catholic University. Bishop Shahan sketched the achievements of the association during the thirteen years of its existence. He said: "We have reason to thank God for what has been accomplished, but we must be ambitious to grow and expand; for outside our own personal sanctification there is no greater work to claim our zealous attention than the advancement of Catholic education."

The report of the Secretary General, Rev. Francis W. Howard, LL. D., and of the Treasurer General, Rev. Francis T. Moran, D. D., were then presented, and after the appointment of committees and the transaction of routine business, the first paper of the convention was heard. It was read by Rev. Thomas E. Shields, Ph. D., professor of Education at the Catholic University, on the subject of the present condition of education in the United States.

"In regard to education," said Dr. Shields, "two fundamental principles must be maintained: first, our own independence and integrity as against secular education; secondly, a close relationship with the educational system of the country of which we are citizens. In this we agree that the aim of education is to form intelligent and efficient citizens."

Maintaining that faith, hope and charity, the fundamental virtues of good citizenship, were supernaturalized in Catholic schools, Dr. Shields pointed out as three other essentials for citizenship: "First, placing the public good higher than personal gain; secondly, working for just legislation and being ready to obey the laws; thirdly, self-control as the sine quo non of controlling others—for in a democracy each citizen has a share in the government."

Emphasizing the force of example in teaching morality, the speaker paid this deserved tribute to our religious orders: "If you consider in this connection that the bulk of our teachers are religious; who have the vows of poverty, obedience and chastity, you will realize how, according to the principle of imparting morality by imitation, our schools are also eminently fitted to produce these secondary qualities of good citizenship in their pupils."

Tuesday afternoon was entirely given over to departmental meetings. The college department met at Calvert Hall, the Rev. Dr. M. Schumacher, C. S. C., of Notre Dame University, the president of the department, opening the conference at 2:30 with a discussion of Standard College, whose requirement previously decided on are: 16 units for admission; 128 semester hours; seven departments (among them English, languages, science, history, philosophy); each professor must have a degree or its equivalent; library of at least 7,000 volumes; laboratory representing a value of \$5,000; number of hours per week, 16, not more than 20; each professor must not teach more than 16 hours per week.

At present the colleges may be divided into three classes: those that have fully attained this standard; those that are rapidly advancing towards it; those that are not in line, nor have a desire to improve.

After the president's address and the transaction of regular business, the delegates listened to a paper on "Why Sociology Should Be Taught in Our Catholic Colleges," by the Rev. J. W. Maguire, C. S. V., professor of sociology, St. Viator College, Bourbonnais, Ill.

That sociology should become a part of the curriculum of the Catholic colleges, as much for the benefit to the church as for the material aid which it may bring about, was the recommendation of the Reverend speaker. Moreover, owing to the great increase in parish work which the Church is now doing, intelligent and careful preparation should be made by the students for such service. This duty could best be undertaken by the Catholic colleges, he said, and it was consequently most expedient that such a course should be inaugurated. The talk was followed by a general discussion, in which the consensus of opinion was with Father Maguire.

An important feature of this meeting, and in fact of the whole convention, was the organization of Catholic Colleges for women into a separate section. This was accomplished at a meeting held at 4:30, following the College Conference.

At 2 o'clock Rev. John A. Dillon, president, opened the sessions of the Parish School Department in the as-

sembly room of Calvert Hall. He gave an address comprising a brief resume of the year's work and what the Department hoped further to accomplish. A business session and appointment of committees followed.

A paper was then read—"The Gary Plan"—by Dr. J. H. Haaren, associate superintendent of New York Public Schools, which was ably discussed by Rev. Paul L. Blakeley, S. J., New York, and Rev. Francis Bradley, D. D., superintendent of Parish Schools, Fall River, Mass.

No definite action was taken, however, with regard to the establishment of the system in the Catholic schools. It is understood that the leaders in the Catholic schools throughout the country are forced to conservation on account of limited resources. In New York city, according to a paper read to the delegates, \$12,000,00 will be consumed to establish the system.

Plan Is An Experiment.

The Gary plan in general did not meet with the approval of a majority of the delegates, judging from the addresses made during the discussion. Rev. Paul L. Blakeley, of New York, and Rev. Francis Braley, superintendent of parish schools, Fall River, Mass., both insisted that the plan was, as yet, an experiment, and urged that time alone could bring definite results. Its chief value, stated the educators, is the utilization of every available force in the community for the education of the child.

"The Gary plan," stated Father Bradley, "attempts to accomplish too much. A child's capacity for learning is limited. The home ought to have its share in the education of the children and help them to develop common sense enough to know things. If the Gary plan were without the vocational and industrial idea it would lose a great many advocates throughout the country."

At 3:30 the subject, "Some Ends in Elementary Education," was taken up, in a paper by Brother Peter, S. M., who spoke on how "To Teach Pupils to Study." Discussion followed by Brother Callixtus, F. S. C., De la Salle Institute, New York, and Prof. W. J. McAuliffe, of the New York Cathedral College.

The Superintendents' Section, an adjunct of the Parish School Department, met at 4 o'clock in Room E, Calvert Hall, with Rev. A. V. Garthoeffner, the chairman, presiding. Rev. Albert Muntch, S. J., St. Louis University, spoke on "Co-education from a Catholic Standpoint," and Rt. Rev. Msgr. P. R. McDevitt, superintendent of Parish Schools, Philadelphia, conducted the discussion.

Deaf-Mute Conference.

The Deaf-Mute Conference was also held Tuesday afternoon. Rev. F. A. Moeller, S. J., chairman, in his opening address, spoke on "The Tenth Meeting of the Catholic Deaf-Mute Conference." He spoke of the great amount of good that had come to the deaf-mute through the Association. The papers read were as follows: "Opportunities of the Deaf in the Archdiocese of Baltimore," by Sister Stephen Harding, M. H., of St. Francis Xavier School, Baltimore; "A Letter from Waratah, Australia," by a Sister of St. Dominic; "A Visit to Schools of the Deaf in the United States and Canada," by a Sister of St. Joseph, St. Louis, Mo.; "Oral Work Among the Deaf," by Miss Annie L. Townsend, a teacher in St. Xavier's School for the Deaf, Irvington, Md. An illustrated lecture on "Education of the Deaf," by Rev. Eugene Gehl, St. John's Institute, St. Francis, Wis., concluded the program.

Seminary Department.

Calvert Hall, room F, was the scene of Seminary Department conferences. Rt. Rev. Msgr. John B. Peterson, Ph. D., president, opened the first session at 2 p. m. on Tuesday. He announced the general topic to be: The problem of seminarists' summer holidays. Will the vacation be spent entirely away from the seminary, or under immediate seminary control? Rev. Bartholomew Randolph, C. M., of St. Vincent's Seminary, Germantown, Pa., had for the subject of his paper, "The Vacation Passed Under the Direct Influence and Control of the Seminary." A lengthy discussion of much interest and value followed.

The plan in successful operation at The Diocese of Brooklyn of having a seaside resort for seminarists during summer months was favorably received. The funds are furnished partly by the seminarists, if they are able, partly by the bishops, partly by the alumni associations of the institutions, partly by well-to-do and generous Catholics who have the welfare of the priesthood at heart. This was the general idea of a compromise plan which found general favor with all who were present. The present report does not call for details; it is sufficient to have

indicated how laymen may be interested in this move which promises so well for the future of the Church in this country.

A general meeting at 7 p. m. in the assembly room of Calvert Hall, closed the many activities of Tuesday, when a very excellent paper on "The State" was presented by Very Rev. John F. Fenlon, S. S., of the Catholic University. After a brief historical preface relative to the opportunities of his theme in a place like Baltimore, he defined the scope of his essay by limiting it to one phase, i. e., the relation of the state to education. The state has a right to enforce popular education, but may neither monopolize nor safely secularize it.

Two things make education imperative among us—democracy and the rise of modern industrialism. In a democracy each citizen partakes of the sovereignty of the state and must be equipped with ruling capacity. But how can this be accomplished without education? In former times agriculture was the main occupation of the laboring class and each country produced most of its necessities, but the rise of industrialism has thrown the world into a vortex of competition. That country will survive and preserve its liberty which best fits its citizens from this struggle for existence. Hence the enforcement of education is for the state an economic, a military, a political necessity.

Wednesday's meetings began with that of the College Department, the Mathematics and Science Section of which held a conference at 9 o'clock. Papers were read by the Rev. Ignatius Wagner, C. P. S., Collegeville, Ind., on "The Place of General Science in the Curriculum"; the Rev. Brother Potamian, F. S. C., Manhattan College, New York, on "Astronomy, a Lost Study"; the Rev. J. B. Craney, Dubuque College, on "When Shall We Teach 'Eliminated' Matter in Mathematics?"

In the Language and Literature Section, "The Study of the Author in Our Schools," was discussed as follows: "How Much and How Shall We Study the History of Literature with the Author?" Miss Mary A. Molloy, Ph. D., St. Teresa's College, Winona, Minn. "How Much and How Shall We Study the Style of the Author?" Mr. Uatrick J. Downing, Ph. D., Canterbury School, New Milford, Conn. "How Much and How Shall We Study the Subject-Matter of the Author?" by Rev. Brother Pius, president Calvert Hall College, Baltimore. A general discussion ensued, with a comprehensive summary by Rev. F. B. Donnelly, S. J., president Gonzaga College, Washington, D. C.

Elementary Education.

The subject—some ends in elementary education—was again considered at Wednesday morning's meeting of the Parish School Department. Rev. Augustine Hickey, superintendent of Parish Schools, Boston, had for the subject of his paper, "To Train for the Formation of Good Habits," and Rev. J. P. McNichols, S. J., Marquette University, Milwaukee, "To Teach Children to Speak Their Mother Tongue Correctly." Brother Felix, Rev. P. J. McCormick and Brother Justin took active part in the discussions.

Problems of school management received discussion in the following papers: "Accurate Keeping of School Records," by Brother Azarias, Buffalo, and "Good Class Management," by Rev. W. J. Fitzgerald, Hartford, Conn. Discussions were participated in by Rev. J. V. S. McClancy, Brother Philip and Rev. L. A. Brown.

Father Drumgoole's Paper.

In the Seminary Department Rt. Rev. Msgr. Henry T. Drumgoole, D. D., rector of St. Charles Seminary, Overbrook, Pa., took up another phase of the subject under consideration and spoke on "The Vacation Passed at the Student's Home or Away from the Immediate Influence of the Seminary."

General Meetings.

At noon a general meeting of all members of the Association was held for the election of officers, and in the evening Rev. M. J. Ahern, S. J., as chairman, presented the report of the Committee on Educational Legislation.

Wednesday Afternoon.

Many papers of special interest and usefulness were read at the Departmental meetings on Wednesday afternoon. In the College Department, the Philosophy and History Section presented these papers: "Scholasticism and Pedagogy," by Rev. Claude Pernin, S. J., of Champion College, Prairie du Chien; and "The Scope and Value of History in Catholic Colleges," by Brother Denis Edward, President La Salle College, Philadelphia. Father Toohy, S. J., Brother Chrysostom John, Father Hickey, O. S. A.,

(Continued on Page 197)

NEED HOSPITALS FOR DIAGNOSIS.

According to Dr. Charles H. Mayo, the St. Mary's Hospital at Rochester, Minn., a world-famous surgical center, the one great present-day need in the direction of hospital development is the hospital devoted exclusively to diagnosis. An accurate diagnosis of the patient's ailment having been made, a report and directions for treatment could be forwarded to his regular physician.

The surgeon's ideas on this subject were voiced recently in an address on the "Nature, Value and Necessity of Team Work in Hospitals," delivered before the Catholic Hospital Association at Milwaukee, and reprinted in the current issue of The Modern Hospital.

"With all of the various hospitals, general and special, there is still need for one more—a hospital for diagnosis. In the rapid advance of medicine during the last fifty years we have seen the disappearance of that former friend and counselor, the family physician. Medicine has become so vast, so monumental, that it is no longer possible for one man to encompass it, at least in practice, although he may have very wide knowledge of the principles and theories.

"Team work as exemplified in large clinics and in hospitals has become necessary in the care of the rare and complicated cases representing 10 per cent. of the total, while even special examinations for the well-known diseases require experts in various lines in order that the diagnosis may be proved and complications not overlooked. In the past such examinations could be secured by the wealthy, who could pay for them, and by the poor, to whom they were free.

"It is the middle class, the larger number, who are most dependent on the ability of one man or his assistant.

"Experience has shown that persons of moderate means who are in need of the services of high-grade specialists have the greatest difficulty in obtaining them, for such physicians, either in their private offices or in the field, do not give their services for nominal fees. This problem, it is universally conceded, must be solved, and a great many patients are forced to solve that problem in their own way by going to free dispensaries; in fact, many such patients are referred to the dispensaries by general practitioners, who send cases to the dispensaries for diagnosis. This is especially the case when the making of diagnosis requires the use of special apparatus and equipment and the co-operation of a number of physicians.

"There is a large number of patients who certainly could not be put in the pauper class who cannot afford to go to the specialists. The question before us is how to solve the problem, and to this the trustees have been devoting much attention."

"The situation must be recognized and dealt with. To maintain a high standard and keep the profession filled with educated and cultured men who are equipped with modern appa-



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ratus, it must be made better. In order to do this, it is necessary that physicians obtain more than the present average compensation. There are now less than half as many students of medicine as there were five years ago.

"In large cities and in the medical departments of universities diagnosis hospitals should be founded solely for the purpose of observing patients, the making of all kinds of special examinations, including laboratory tests, special vaccines, and X-ray examinations. To be highly efficient, it should have also an experimental department. When the diagnosis has been completed, patients could be referred to their home physician with the diagnosis and the plan of treatment. From the librarian of the clinic could be sent references to recent literature on the subject.

"Some cases could be referred to special hospitals and sanatoriums, and others to surgical institutions. Such a diagnosis hospital would have the greatest educational value, and its main supporters would be the

general practitioners, especially those located in smaller communities. Undoubtedly it would do much toward the elimination of that nefarious practice—the division of fees and the barter and sale of sick human beings."

Of the location of hospitals Dr. Mayo said: "Hospitals in Europe have been more wisely located than in America, having a setting in spacious grounds, where they secure the full benefit of air, quiet and sunlight. In this country we have built in the most congested areas, lacking every hospital need except plenty of the poor. In such localities there should be only emergency institutions or automobile ambulance stations. Hospitals situated in cities should have at least a country convalescent home, where ambulatory patients may recover. Automobile transportation of the sick is now so comfortable and rapid that distance is no longer a factor to be considered in the location of hospitals.

Just say: "I Saw It In C. S. Journal."

REPORT OF INTERNATIONAL FEDERATION OF CATHOLIC ALUMNAE.

The 1915-1916 Report of The International Federation of Catholic Alumnae was recently issued by the board of directors. Appropriately bound in blue with a silver medal design on the cover, it is an interesting compilation containing, as it does, a list of the founders, officers and board of directors as well as the proceedings of the Alumnae Convention held November 26, 27 and 28 at Hotel Sherman, Chicago.

The executive board and trustees of the International Federation of Catholic Alumnae convened in three days' session at the Hospice of Mount Carmel, Niagara Falls, Canada, on July 11, 12 and 13.

The first two days of the meeting were devoted to specific work and business of the Federation. Conferences were held on the three departmental activities, viz., education, literature and social work.

Mrs. John McEniry, recording secretary, reported the affiliation of 163 alumnae associations of the United States and Canada, representing an individual membership of 25,000.

Designs for the Federation seal and also suggestions for the Federation motto had been submitted.

The motto, which won unanimous favor, was "Pro Deo et Doctrina."

The final day of the executive meeting was devoted to plans and arrangements for the forthcoming Baltimore convention. The dates of the convention will be November 24, 25 and 26, 1916.

Of the International Federation of Catholic Alumnae, Dr. Reverend Edward Pace observed in The New York Sun:

"This Federation will strengthen each of its members in loyal adherence to her Catholic faith, both for her personal welfare and for the common good. It will insist that each shall live up to the standard—'by their fruits ye shall know them.' And it will emphasize the practical truth that example is the most eloquent of preaching."

NEW BUILDING PLANNED FOR MARQUETTE UNIVERSITY.

A new building to house the academy students of Marquette University is to be built at Grand Avenue and Thirteenth Street and the old building at Tenth and State Streets is to be wrecked to make way for a larger athletic field. This was the announcement made by Rev. H. C. Noonan, S. J., president of the university.

Announces School Gift.

The funds for the library and gymnasium building of the new \$500,000 Quigley Preparatory Seminary, Chicago, to be erected in the near future on land which Archbishop Mundelein has acquired in the neighborhood of Chestnut, Pierson and Rush Streets and Lincoln Parkway, are to be provided by the Misses Mary T. and Clara A. Cudahy, in memory of their father, the late Michael Cudahy.

INCREASED TO \$100,000.

Rev. William T. Doran, S. J., an-

Texts for Catholic Schools

Austin's Domestic Science is being introduced in a large number of schools throughout the country this year. It is a three-book course that can be begun in the parochial schools and completed in the academies and high schools. Other books for parochial schools are the

Nature and Life Readers
Modern Arithmetics
Mayne's Sight Spellers
Lyons' Calculation Lessons

Academies and High Schools

should use Lyons' Bookkeeping and our other texts for the bookkeeping department, and in the shorthand department our Van Sant Manual of Munson Shorthand. We publish a good text for every commercial subject.

May we hear from you before school opens?

Lyons & Carnahan

623 S. Wabash Ave., Chicago

131 East 23d St., New York

announces that the Michael Dinan gift of \$25,000 for an engineer building of the University of Detroit, has been increased to \$100,000, and that work on the edifice will begin soon.

ST. AMBROSE COLLEGE, DAVENPORT.

St. Ambrose College has already under way several very marked changes and improvements for the coming year. The commercial department is to be materially enlarged.

The new gym will be completed before the term opens and this \$50,000 addition to the buildings with all its added comforts and conveniences and its appeal to the athletic in the college youth will count much for the looked for increase in attendance.

NEW DES MOINES COLLEGE

A new college for boys will be opened at Des Moines next year. At the close of the priests' retreat last week, Bishop Dowling addressed the assembled clergymen on the need of a college in that city, and within a few minutes \$40,000 was subscribed for the purpose. It is expected that the new building will cost about \$100,000.

College of Oblate Clergy at Wash.

The new College of the Oblate Clergy at the Catholic University, Brookland, is approaching completion, and will be ready

**BEST
IN 1835**



**BEST
IN 1916**

Just say: "I Saw It In C. S. Journal."

The Catholic School Journal

An Illustrated Magazine of Education. Established April, 1901. Issued Monthly, excepting July and August.

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DISCONTINUANCES—If it is desired to close an account it is important to forward balance due to date with request to discontinue. Do not depend upon postmaster to send notice. In the absence of any word to the contrary, we follow the wish of the great majority of our subscribers and continue The Journal at the expiration of the time paid for so that copies may not be lost nor files broken.

CHANGES OF ADDRESS—Subscribers should notify us promptly of change of address, giving both old and new addresses. Postmasters no longer forward magazines without extra prepayment.

CONTRIBUTIONS—As a medium of exchange for educational helps and suggestions The Journal welcomes all articles and reports, the contents of which might be of benefit to Catholic teachers generally.

THE CATHOLIC SCHOOL JOURNAL,
P. O. Box 818. MILWAUKEE, WIS.

SEPTEMBER, 1916

"Tis education forms the common mind
Just as the twig is bent, the tree inclines."

A Series of Articles. In this issue the Catholic School Journal begins the publication of a series of ten articles on educational topics by Brother Leo of St. Mary's College, Oakland. The papers will deal with a number of educational problems in their more vital and practical aspects and with special reference to the conditions, that obtain in our Catholic schools. Among the titles of forthcoming articles in the series are: "The Use and Abuse of the Textbook," "The Art of Thinking," "Manifestation and Representation," "The Training of the Senses" and "Working Out the Beast."

Rt. Rev Philip R. McDevitt.

Monsignor Philip R. McDevitt, for the past seventeen years superintendent of parochial schools of the Archdiocese of Philadelphia, has been appointed Bishop of the Harrisburg Diocese to succeed Bishop Shanahan, deceased. The date of his consecration is September 21.

Monsignor McDevitt is acknowledged to be one of the most learned and beloved priests in Philadelphia. His efforts for the cause of Catholic education have won him profound admiration both here and abroad. He has been particularly successful in organizing and building up the Catholic high schools.

EXCHANGE PROFESSORS.

Columbia University will have four foreign exchange professors during the coming year, a greater number than at any time since the beginning of the war, according to the announcement made yesterday at the university.

Scholarship Awards.

It's an old and familiar story that the pupils of Catholic schools show superiority in educational tests over those of other institutions. From spelling bee to examination for West Point and for university degrees our students always seem to take the lead. Thus demonstrating the efficiency of the method of training pursued in our Catholic educational institutions.

Because of the increasing popularity of scholarship awards and the rivalry generated in the contests therefor, each recurring year, it is not possible for The Journal to devote sufficient space to such items. Suffice it to state that the benefits resultant from competitive awards tends to stimulate the best interests of the students.

1916-1917 MOTTO.

"Do it now" is a good motto. Do not be satisfied with hanging it on the wall. Carry it out in your daily program. If a task belongs to today, do it today. Tomorrow will bring its own work and responsibilities. Accumulations of work are made by putting off from day to day things that should be done now."

NEW RECTOR OF PIO NONO.

Rev. J. M. Kasel has resigned as Rector of the Catholic Normal School and Pio Nono College, and is succeeded by Father Joseph Barbian. Father Kasel has spent many years of usefulness at Pio Nono and to his efforts is due much of the steady growth enjoyed by that institution.

Father Barbian has been Master of Discipline, Professor of Literature, Christian Doctrine, English and Greek in the school.

SACRED HEART CONVENT Waterbury, Conn.

May 22d, 1916.

The Catholic School Journal Co. Gentlemen: Please find enclosed five and a half dollars (\$5.50) for the Resource Maps of the U. S. I would have sent sooner only I thought you might send the bill. The children find them very useful. I sent fifty (50) to a Sister in Danbury, and her children were delighted with them.

Wishing you all kinds of success in your good work,

I am sincerely in Xto.,

Sister M. Hilda.



THE SUBSTANTIAL DOVE OF PEACE



THE LAST CARESS.

HONOR BROTHER ISIDORE.

Brother Isidore, Provincial of the Xaverian Brotherhood in America, who has been connected with Mount St. Joseph's College since 1878 in various capacities, was honored on the occasion of the golden jubilee of his reception into the Xaverian Brotherhood by the former students of Mount St. Joseph's College. The celebration took place at the college Saturday, August 12.

MADE KNIGHTS OF ST. GREGORY.

The Papal honor of Knighthood of St. Gregory has been conferred upon W. Bourke Cockran and Clarence H. Mackay of New York.

BISHOP OF LOS ANGELES.

Bishop McCourt, Auxiliary to Archbishop Prendergast, of Philadelphia has been appointed to the See of Los Angeles, Cal., made vacant by the death of Bishop Conaty.

ARCHBISHOP SINNOT.

The consecration of the Most Rev. Alfred A. Sinnot, Archbishop-elect of the recently erected see of Winnipeg, took place in St. Mary's Church in that city during the month of July. Mgr. Sinnot is one of the youngest prelates in the Church in North America, having attained the age of thirty-nine last February.

RELIGIOUS BEQUEST.

The will of the late John Deery, a pioneer Dubuque attorney, who died suddenly last week, shows that the estate is valued at \$85,000. Half of this sum is bequeathed to Very Rev. Dr. Gorman, president of Dubuque College, for the support and education of aspirants to the priesthood.

NEW SUPERIOR GENERAL.

Sister Mary Marcella, who has been vicar of the congregation of St. Agnes, Fond du Lac, for the past five years, is now Superior General of the Sisterhood, succeeding the late Mother Antonia, whose death occurred in May.

OBITUARIES.

Sister Margaret McLaughlin, one of the pioneer Sisters of Mercy in California, died recently at St. Mary's Convent, Grass Valley, where she had spent the last fifty years of her religious life. She was eighty-nine years old.

Brother Stanislaus.

Brother Stanislaus, C. S. C. (John Clarke), one of the oldest members of the congregation of Holy Cross, died at the Community House, Notre Dame, Indiana, June 13, from old age. He was born in County Mayo, Ireland, in 1836; received the habit of the Brotherhood in 1864, and made his religious profession in 1866.

For nearly half a century Brother Stanislaus was engaged at teaching in various schools of the Congregation.

Sister Mary Alicia Powers, who taught the last three years at St. Margaret's School, died on June 13. Previous to that time she had spent many years at the Academy of Longwood.

Sister Christina of the Ursuline Order, died in St. Louis Aug. 19, and was brought to the Alton, Ill. Convent and buried Monday morning. Services were held at the Convent and Greenwood cemetery. Sister Christina, before becoming a nun, was Mary Phillip. Her brother, Father Phillip, a priest of Columbus, O., said the Solemn High Mass.

Sister Mary Augusta, Sister of Mercy at St. Xavier's academy, Chicago, Ill., died at the academy in July. She had been ill for the past two years, but remained on duty up to two days before her death.

Rev. James J. Sullivan, S. J., widely known in Catholic educational circles, died at Kansas City, Mo., recently of pneumonia. For seven years he was dean of the philosophical and theological faculty of St. Louis University, and formerly was an instructor at Creighton University, Omaha, Neb. He was aged 57.

Sister Rosanna Dant, one of the western pioneers of the Loretto Order, died recently at Santa Fe, N. M., whither she was sent in 1852, when the community made its first foundation in that state.

News of the death on the battle line somewhere in France of the Rev. N. M. Bioletti, for many years of the faculty of St. Charles' College, Catonsville, and later of St. Patrick's Seminary at Menlo Park, Cal., was received in August.

PASSING OF A NOTED PRELATE—ARCHBISHOP J. L. SPAULDING.

Archbishop John Lancaster Spalding, noted prelate of the Roman Catholic Church in Illinois, died at his residence in Peoria, Illinois, Friday afternoon, August 25. He had been ill for a number of years, having suffered a paralytic stroke in 1906.

Realizing the seriousness of his ailment, he resigned the bishopric of Peoria in 1908, and in the following year was given the dignity of titular Archbishop of Scythopolis.

Bishop Spalding was born in 1840, a native of Kentucky, descendant of an old American Catholic family, whose immigrant ancestor came over with Lord Baltimore. His religious education began at Mount St. Mary's College, Cincinnati, but he received his degree of Doctor of Divinity at Louvain in 1863, spending two years thereafter in a special course of study at the Belgian College in Rome, and returning to the United States in 1865.

In Louisville, where he was assigned to the Cathedral, in addition to performing missionary duties, he acted as secretary to Bishop Lavallee. At his own request he was charged with founding a parish for negroes. Before he left Louisville in 1872 he had built and paid for a parish house for colored people of the Catholic faith. Shortly after the death of his uncle, the Most Reverend M. J. Spalding, Archbishop of Baltimore, he removed

to New York city and devoted several years to the writing of that prelate's biography. He was serving as assistant priest at St. Michael's, New York, in May, 1877, when appointed Bishop of Peoria. There were fifty-one churches in the Peoria diocese when it came under his direction. When he resigned there were two hundred and fifty.

As a writer, Archbishop Spalding attained high rank, treating a wide range of topics, economic, literary and religious. Several of his books have had an extensive sale and won admiration among Protestants as well as readers of his own faith. Here are the titles of some of the volumes, of which there are sixteen or more, including poetry: "Religious Mission of the Irish People," "Education and the Higher Life," "Thoughts and Theories of Life and Education," "God and the Soul," "Opportunity," "Religion," "Agnosticism and Education," "Socialism and Labor," "America and Other Poems." In 1902, by Appointment of President Roosevelt, Bishop Spalding served as one of the arbitrators in the settlement of the anthracite strike.

NOTED CATHOLIC SURGEON IS DEAD.

Dr. John B. Murphy, of Mercy Hospital, Chicago, one of the world's most renowned surgeons, died August 11, suddenly at a hotel while on a summer outing in Mackinac Island, Mich. An attack of heart disease was the immediate cause of death.

Dr. Murphy was recently knighted by Pope Benedict for his researches in surgery. On receiving the order of knighthood from the Pope he is said to have remarked:

"Now I have the same title at both ends of my name, 'Sir John Murphy, Surgeon.'"

Dr. Murphy reached pre-eminence in every branch of surgery, but he may be called the founder of the present system of intestinal surgery. It was the "Murphy Button," a metal capsule for uniting severed intestines, that in the early nineties brought its inventor into prominence. The button made it easy for any moderately skilled practitioner to perform the "impossible" operation of uniting a severed intestine.

The remains of Dr. Murphy were laid to rest in Calvary cemetery, Chicago, after services in St. James Church, Bishop Muldoon paying a beautiful tribute to the Christian character and sterling worth of the departed. Surviving Dr. Murphy are a wife and three daughters.

MOTHER SUPERIOR DEAD.

Mother Patricia, aged 82 years, founder and mother superior of the Sisters of Mercy in the archdiocese of Philadelphia, and one of the best known religious educators in that part of the country, died July last at the convent of the Sisters of Mercy, Philadelphia.

Mother Patricia came of a distinguished old Irish family, her name in the world having been Mary Waldron. She was born in Luam, Ireland, in 1834.

DEATH OF PIONEER NUN.

By the death of Sister Coeur de Marie Juliet, of the Ursuline Convent, the Brown county, Ohio, community lost its oldest member. She was in the order for almost seventy years, being the first postulant to be received at the Brown county house after its establishment in 1845. Through her active years she did apostolic work in and about Brown county, particularly among the French settlers, and to her the Church owes much for the fruitful seed sown by her real missionary labors.

DEATH OF DUBUQUE NUN.

Sister Mary Winifred, a Sister of Charity, Dubuque, Ia., whose name before entering the Sisterhood was Francis Ogroman, is dead from injuries sustained when she was struck by an automobile driving on the grounds of the motherhouse recently.

DEATH OF MOTHER PARDOW.

Mother Pauline Pardow, 72 years old, died recently in Eden Hall at the Convent of the Sacred Heart, in Torresdale,



A KIND-HEARTED BROTHER.

Pa., of cerebral hemorrhage. She was long identified with the Sacred Heart Order, serving as mistress of novices in Kenwood, Superior of several other convents, and during the last twenty-five years Directress of the Children of Mary in New York City. Her father, the late Robert Pardow, who was a banker in New York City, had five children, four of whom were actively engaged in religious work, two sons as Jesuit priests and two daughters as nuns. She was the last survivor of the family. Her sister, Madame Augusta Pardow, died only a few weeks ago.

DEATH OF FATHER FINN, S. J.

The Rev. James T. Finn, S. J., fifty years old, president of St. Stanislaus College, Florissant, Mo., is dead. He was the son of the late Patrick and Catherine Finn and brother of Thomas B. Finn, of Chicago. He had been teaching theology and philosophy in the college for ten years. He was noted as an orator, and has given many lectures on missions throughout the country. Father Finn was a brother of Rev. Francis J. Finn, of the Visitandines. May he rest in peace!

SUMMER SCHOOL SESSIONS.

The sixth session of the Sisters' College at the Catholic University, Washington, was largely attended. Every teaching Order in the Catholic Church being represented, some of the Sisters coming even from beyond the seas. Many lay students were also enrolled.

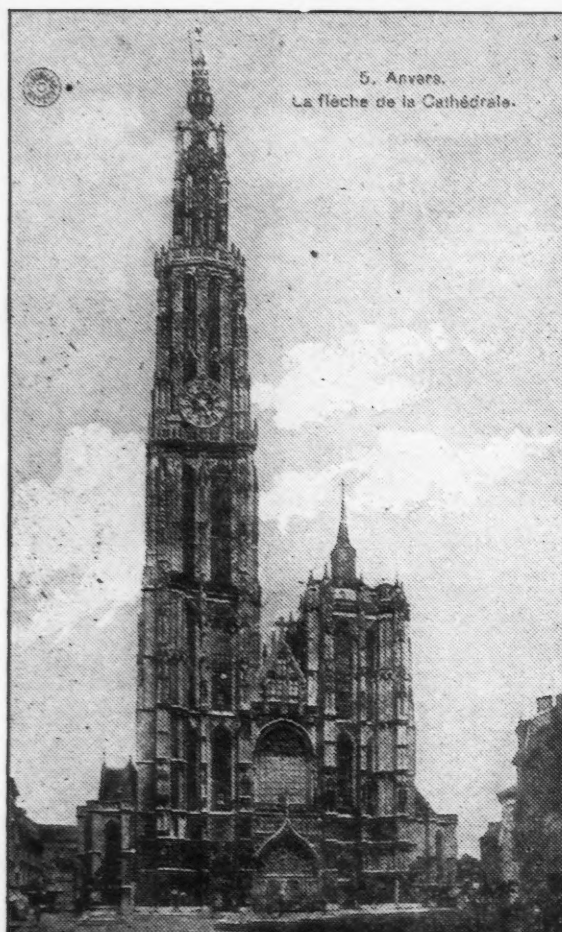
Fifty-four instructors constituted the faculty, of whom thirty-two are on the faculty of the Catholic University, eight on the faculty of Dubuque College, Iowa, and fourteen came from other colleges and schools throughout the country.

The religious garb was also frequently seen on the paths leading to the University of Pennsylvania, of which one of Philadelphia's first priests, Father Farmer, S. J., was a trustee, says the Standard and Times. Inquiry showed that sixty-seven Sisters enrolled for special courses at that institution's summer school.

The University of Wisconsin reported the largest number of students at the summer institute since the inauguration of these special classes. It was especially notable in the increased attendance of the teaching body.

The summer school for the Sisters of Holy Cross, held at St. Mary's College, Notre Dame, Indiana, also closed in August, after sessions of splendid enthusiasm and unequalled profit.

The summer school at Marquette University, Milwaukee, had a record attendance and closed the short session under most favorable auspices.



Great Churches of the World.

Nos. 54 and 55 of our Series of Studies.

Cathedral of Notre Dame, Antwerp, Belgium.

The noblest and largest specimen of Gothic architecture in the Low Countries is the Cathedral of Antwerp, covering an area of 70,000 square feet.

It was begun in the year 1332, and continued at various periods during the fifteenth and sixteenth centuries. It is 500 feet in length by 240 feet in breadth. The roof is supported by 125 pillars, and the lofty tower, whose exquisite beauty Charles the Fifth was wont to compare to Mechlin lace, is a marvel of gracefulness.

The highly ornamental portal and the fine tracery of the windows above it are particularly worthy of notice. The impressive interior, with its unusual seven-aisled division, contains three of the most celebrated works of art by Rubens, namely, "The Descent From the Cross," "The Elevation of the Cross," and "The Assumption," which last adorns the high altar in the choir.

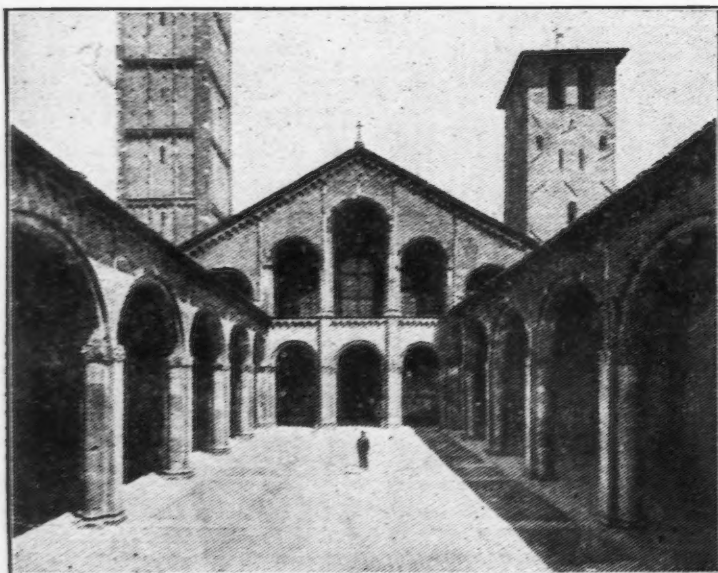
Basilica of St. Ambrose, Milan, Italy.

The quaint medieval church of St. Ambrose was erected in the seventh century above an earlier edifice built by St. Ambrose (340-397), Archbishop and Patron of Milan, and Father of the Universal Church, in the fourth century on the ruins of a temple dedicated to Bacchus.

It was before the original church that St. Ambrose excommunicated the Emperor Theodosius for that monarch's massacre of the Thessalonians. The Emperor arriving to attend Mass, was forbidden to enter the Church by the Saint until he should have done penance for his sins.

The church possesses inscriptions, sarcophagi, and monuments full of antiquarian interest, and is historic as the place wherein the German Emperors were crowned kings of Italy.

Among other remarkable features of this basilica is its fine atrium, and inside for the mosaics in the tribune, dating from the ninth century, and for the "pala," or gold-plating of the high altar, a curious and ancient specimen of the goldsmith's art.



Publisher's Note—On completion of our series of "Great Churches of the World," a feature which continues for several months longer, it is probable that they will be published in book form, retailing at about 50c. The publishers would be pleased to hear from all interested in securing this collection of pictures in book form at a nominal price, so that if a sufficient volume of orders are had, the publication of the book will be warranted.

CHILD LIFE IN OTHER COUNTRIES

Etta C. Corbett

CHILD LIFE IN MEXICO

Rosita stood watching her mother, who was kneeling in the doorway grinding corn. She scraped the corn to and fro on a stone. It was hard, manual labor and her bent back and calloused hands filled Rosita's heart with pity. She remembered sadly that her mother had expressed a desire for a much needed reboso, which is a throw that all Mexican women wear over their heads. But Rosita knew that money was needed for food and



"A little blue skirt, green blouse and a ragged red throw over her head."

(Hektograph the picture and give each pupil a copy for filling in the colors.)

that many months would pass before they could afford to buy clothes of any sort.

Full of discontent and misery she walked around the house and into her little garden.

The house that Rosita had always called home was adobe with a board roof held down by large stones. There were no windows and no chimney and the one room was rough and unfurnished. But she had a garden that would have delighted the richest lady in the land. It was a gorgeous mass of white rose blossoms, oleander bloom, jasmine, pansies, poppies and pomegranates. No sooner had she entered her garden than the thought

came to her that her own flowers might earn the money for her mother's reboso. She remembered seeing little children selling flowers in the market when her father once took her, on a fete day, to the nearest large town.

"Why couldn't I sell my flowers?" she said to herself. "They are as lovely as flowers can be."

But she knew the hopelessness of trying to gain her mother's consent to allow her to go so far alone.

That night she lay awake trying to make up her mind to run away. But she knew that would be a wrong thing to do and she could not keep out of her mind the picture of her mother's fright when she would be calling "Rosita, Rosita" all the next day and searching everywhere for her. Finally she decided on a plan. She would leave word with friends, who lived near, and have them tell her mother not to worry.

So before sunrise she was in the garden gathering the dew laden blossoms. She packed them in a deep basket to keep them fresh and started down the hot dusty road. Rosita was twelve and had black hair, dark eyes and the rich brown complexion of the typical Mexican girl. She made a colorful picture in her little blue skirt, green blouse and ragged red throw over her head.

She came to the home of her friends and seeing one of the men ploughing with his oxen out in the field, called to him asking him to send word to her mother that she was going to town. Then she hurried on not caring to hear his reply, which she knew would be very discouraging, because she felt she needed all her courage to keep on with the adventure.

It was a lonely walk. Once she met a caravan of patient little burrows, all but their woolly noses lost to view under their immense loads of grass; and once she passed some women washing their clothes in a stream and hanging them on the branches of the manguey.

At last she found herself in the narrow streets of the town. Everything looked very strange to this poor, little, country girl who had never been in a town but once before. She thrilled with excitement.

Altho she had walked a long, long way it was still early and the shops were just opening. She saw the tailor taking down his shutters to display his array of pea-green neckerchiefs, and his yellow gaiters with their long, pointed toes. She stopped fascinated to see the windows of the hat shop. Such wonderful sombreros with silver trimming and heavily embroidered with gay colors.

The Mexicans are very proud of their sombreros and they have a way of tilting and rolling them to give the most picturesque effects.

Rosita did not know where the market was, but she kept bravely on, peering into the face of each person she met, trying to summon courage to enquire the direction.

She, at last, found encouragement in the kindly old face of the charcoal man, who was driving his donkeys from door to door with their load of long, slim sacks. The old man stopped and explained to her, very carefully the shortest way to the market. She started again down the winding streets, past the ancient church, with its rich coloring, between high walls enclosing enticing gardens, and by the barred windows of splendid homes, which projected far into the street.

She was timid when she heard the hum of the market and the voices haggling over their wares and she almost wished she was home.

Under the arches, innumerable venders squatted upon palm mats were selling clay jars, tropical fruits, huge beans, coffee berries, dried beetles, bits of sea shells, bunches of herbs, kitchen utensils, clothes, flowers and trinkets of all sorts.

She marveled when she saw the little flower boys who

ran after everyone imploring them to buy. She knew she would never be brave enough to compete with them; so she chose a place apart from the crowd and unpacked her flowers, which were as fresh as when she picked them before sunrise.

She was so awed by the noise and confusion that she quite forgot she had flowers for sale. Not until noon, when the crowd sought shade to wait for the cooler hours, did she realize that her flowers were unsold and become discouraged. She was getting very hungry and thirsty when the water carrier, who moved among the throng bearing the gossip and news, came and looking down into her sweet little face asked her if she was hungry. A little tear of self-pity trickled down her cheek at his first kind word. She told him it was her first day in the market and that she had not sold any of her flowers. He gave her some figs, grapes and oranges and advised her to walk over to the shady patio and rest awhile as no one would be buying in the heat of the day.

She smiled her thanks and strolled down to the quiet patio. A fountain gurgling in the shade of a palm delighted her and she watched it till she fell asleep.

When she awoke she was startled and wondered if it could be very late. She hurried back to the market, where the crowds were again gathering and carriages were passing filled with stylishly dressed ladies.

She stood near the entrance to the old cathedral and formed a lovely picture, having the old gray-green stones

as a background for her and her bright colored flowers.

Late in the afternoon Rosita's attention was attracted by a beautiful lady, with a black mantilla over her head, walking toward the church. Rosita thought her the most beautiful she had ever seen, and her eyes were riveted on her as she watched her proud, graceful walk. Her astonishment was so great that she could not reply when the lady stopped and asked in a voice as sweet as music "May I buy your flowers for the church?" Rosita just gathered together all her flowers and held them out. As she did so a coin was placed in her hand and the lady disappeared behind the great, carved doors of the cathedral.

It had all happened so suddenly that Rosita stood motionless for some seconds. It seemed to her like a vision. It took her breath away when she looked at the coin, which was much more than she could have reasonably expected from the sale of her few flowers.

The miles between her and home seemed nothing to her now, for her heart was light and her feet had wings as she sang along the way.

She was a mile or two from home when she met her mother, who was coming to seek her. Now Rosita's mother felt she ought to scold, but she could not when Rosita showed her the coin and told her all about the wonderful experience.

Could you have seen Rosita's mother the next day you would have found her adorned with a brilliant new red and yellow reboso.

LANGUAGE STORIES FOR REPRODUCTION

Carrie R. Starkey, Milwaukee, Wis.

KATY-DID

Katie found a bird's nest in the hawthorne tree. She wanted to take it down, but mother said the nest must not be disturbed. When Alice came to play, Katie told her about the nest and together they climbed the tree just to take a peek at it. Their talk frightened away the mother bird and there lay four little eggs in the nest. Alice said: "Let us take them out and play store with them."

Katie said "No" at first, but after a little coaxing she took the eggs.

After tea, when mother came out on the front porch to rest, she saw the robins flying about in great distress and knew that their nest had been disturbed. Calling Katie to her, mother asked who robbed the bird's nest. Katie intended to tell mother that Alice did it, but she found it very hard to tell mother a wrong story. While she hesitated, a voice in the tree top sang out: "Katy-did, Katy-did, Katy-did-did-did."

"Oh, mother," cried Katie, "I did take the bird's eggs, but I did not know the bird knew me." And Katie promised never to rob a bird's nest again.

BRAVE BOBBIE

Bobbie spent his vacation at uncle Bob's whose home was on the shores of Lake Michigan. Bobbie had never seen a great big lake before, and he thought it was the greatest thing in the world to watch the big boats go by. Uncle Bob owned a little boat that he called a gasoline launch. One day he took Bobbie out in his launch—straight out into the lake they rode, until home looked a long way off. At first Bobbie enjoyed it very much, but when they got far out into the lake, he began to be afraid and when the boat suddenly stopped going, he was very much afraid, but he kept very quiet.

Uncle Bob worked at the engine a long time, but still it would not go. The lake began to get rough and Bobbie thought they would have to stay out there all night. Finally Uncle Bob took a funny looking horn

from under the seat and called into it: "Engine dead, give us a tow."

Bobbie did not know what that meant, but pretty soon he saw another boat coming towards them. The man in the boat threw a line to uncle Bob and pulled them ashore. Uncle Bob patted Bobbie on the shoulder and told him he was very brave not to be afraid. Bobbie was glad he had not cried.

JACK'S LESSON

Jack and Jerome went to visit uncle in the country and uncle Dan told them he would take them fishing. Jerome's father was rich and gave his boy plenty of money so Jerome bought a handsome bamboo pole, with a steel reel, a fancy fish line and a bright new hook. Jack had no money so his uncle made him a rod out of a limb of a tree with just a piece of cord for a fish line. Poor Jack cast longing eyes at his cousin's fancy rod as he threw his own line into the water. But Jack soon learned that it is not always the boy with the best tools that does the best work. Before many minutes had passed Jack had landed a four pound black bass while Jerome never caught a fish with his fancy rod.

JACK'S JOKE ON THE BLUEJAYS

The bluejays that were mating in the elm tree were in great distress and their shrill war cries were heard all over the neighborhood. Jack had watched them build their nest and he was trying to discover what was wrong when the policeman came by. He looked into the tree very carefully and saw that a grey owl had found the nest and was perched close by waiting for nightfall to steal the little ones. They got a long pole and the policeman knocked the owl off his perch. As it flew low, the policeman hit it with his billy and killed it. Jack placed the owl on the front porch and every time the bluejays flew near they let out their shrill cry of war and flew home to their nest, which Jack thought was a joke on the bluejays.

PRESENT METHODS OF TEACHING PRIMARY READING

By G. W. Lewis, Author of the Lewis Story Method of Teaching Reading and Spelling.

A careful analysis of many methods of teaching reading will reveal the following type methods: The Object-word Methods, the Picture-word Methods, the Action-word Methods, the (pure) Word Methods, the Thought or Sentence Methods and the Phonic Methods.

In teaching anything the nature of the problem or problems involved should determine the method to be used. In teaching reading the practical objects are to enable the pupil to translate silently the words, signs and sentences of the written or printed page into definite ideas, thoughts, feelings, and actions, and to enable him to convey these ideas, thoughts, and feelings to others with such force as to cause them to act.

We should remember that perhaps ninety-nine per cent of the reading done by adults is silent reading only, and that the printed or written page contains no ideas, thoughts, or feelings. But, just as the empty tracks made in the snow by some animal indicate to the experienced hunter that a rabbit or squirrel or other animal with which he associates the tracks has passed over the snow, even so the characters on the printed or written page are merely the tracks left by someone's ideas, thoughts, and feelings, and they reveal to the experienced reader the sounds representing the articulate words by means of which the writer would have expressed these ideas, thoughts, and feelings in audible words.

We should remember also that the beginner should never be permitted to read anything involving ideas, thoughts, feelings, or actions not within the sphere of his experience, and that no explanation can be satisfactory to the child unless it is made in terms of his experience. If the ideas, thoughts, feelings and actions involved in the reading to be done have not already been gained by his contact with the world, and if he is not already familiar with the spoken words with which these ideas, thoughts, feelings, and actions are expressed, then it should be the first care of the teacher to see that the pupil is made familiar with the ideas, thoughts, feelings, and actions involved and with the audible words expressing the same.

When this has been done it remains only to teach the child to interpret the visible form of the word into the spoken or audible form, and thus to associate the visible form thru the audible or spoken form with the ideas.

The seeing pupil must be taught, as it were, to see sounds, while the blind pupil must be taught to recognize familiar sounds thru the sense of touch.

In the Object-word Method the idea is to be gained directly from the object, and the idea and the word, first in an audible form and then in a visible form, are to be associated together by the child. The principle is correct; but when we get beyond the realm of objects, the method fails; and even within the realm of objects it is frequently quite impossible to bring the objects involved before the class, or to take the class to the objects.

In the Picture-word Method the idea is to be gained from the picture, while in the Action-word Method the ideas, thoughts, feelings, etc., are to be gained from the action or dramatization. The Picture-word Method is capable of a much larger range of application than the Object-word Method. For in many cases in which it would be impossible to bring the object and the class together, the appropriate picture may be secured. But when we get into the realm of action, even the Picture-word Method fails largely unless we can take advantage of the moving pictures, or supplement our pictures with appropriate actions or dramatizations.

Each of these methods has its advantage, especially

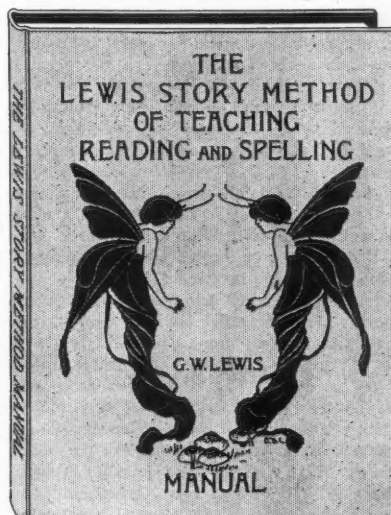
in teaching foreign pupils or in developing an oral vocabulary. But in teaching a child to read a vocabulary already familiar to his ears, and representing ideas, thoughts, feelings, and actions within the sphere of his experience, the object, the picture, and the action may be discarded. When this is done we have simply the Word Method. In the Word Method, in the Object-word Method, in the Picture-word Method, and in the Action-word Method, the teacher gives the child the word as a whole.

Up to a certain limit children readily acquire words in this way. However, a quotation from Miss Bradford, an advocate of the Word Method, will be very interesting. She says: "We continue to teach words as wholes for the first five weeks, but as the number of words increases there is danger of confusion. When the child forgets a word it must be given to him again. He has no power to recall it except by association. Nor has he as yet any ability to help himself with new words. He is entirely dependent upon others. To overcome this we now introduce phonic analysis."

In the Thought or Sentence Method the teacher either gives the child a complete sentence (usually taken from some nursery rhyme with which he is supposed to be familiar), or she leads the pupil to express a complete thought in words of his own. The child reads, or rather repeats from memory, the sentence as a whole. He is next taught to identify each word by its position, and last of all, he is taught to analyze each word into its phonic elements. As in the Word Methods, the burden soon becomes too heavy for the memory, and phonic analysis must be introduced.

THE LEWIS STORY METHOD

The Lewis Story Method embodies the best features of all the methods, but so much emphasis is placed upon phonics that it may be classed as a phonic method,



in which everything is taught thru story, song, and play.

Ordinary first grade pupils taught by this method, in less than nine months have read with pleasure and understanding **eight primers, eight first, seven second, and two third readers.**

That they understood what they read was proved by their telling the stories in their own words after a single silent reading. A class of twelve pupils, not one of whom could speak a word of English when they

entered school in September, after being taught by this method seven months, could read with ease from any first or second reader. This is one of many equally gratifying experiences with foreign children.

Another important feature about the Lewis Story Method of teaching reading and spelling is the uniformly good results obtained in spelling. Some of the first grade pupils were used in institute work to demonstrate the results that had been obtained by the method. Without any previous warning the teacher proposed the following words to a little six-year-old Norwegian boy, who had been in school only one hundred fifty-five days: convention, intervention, subtraction, extraction, multiplication, grasshopper, apple blossom, butterfly, congratulation, addition. The surprise of all can be imagined when he spelled every word correctly. This boy, I may say, was one of our better spellers but not the best.

By the end of the first three months the first grade pupils had mastered for reading purposes more than one thousand words, and by the end of the first year they could write from dictation more than six hundred words; while at the end of the second year they could read with pleasure and understanding many books that are usually not read until the fifth, sixth or even the seventh year, and they could spell almost any word that was not an exception to the rules of spelling.

These results are due to the nature of the equipment with which the teacher using the Story Method is provided. In the Lewis Story Method Manual the author has planned for the first eight weeks of school twenty units of work (really play-work) involving accurate ear and eye training, the development of the vocal organs, and the building of more than eight hundred phonic combinations. This work has been so carefully systematized that just one phonic fact is given at a time, and this is presented in perfect harmony with the laws of apperception. **So definite also are the steps in working out the problems involved, that many children soon become able to act as pupil teachers and render efficient help in bringing up to grade the pupils who enter late, or who for other reasons may be retarded.**

Thru this careful planning much time is saved, for nothing is taught and then allowed to be forgotten. In each unit some one essential fact is taught and each day thereafter it is reviewed or used in the advanced work. But the progress of the child must depend largely upon the spirit with which he works. Hence the Lewis Story Method seeks to make the child happy and contented, and to keep him so from the moment he enters school until the end. Thru story and play his attention is secured, and all work is done because it is a real pleasure to him. **The teacher's equipment is made to secure and to hold his attention. The Manual contains thirty-three full page illustrations which are of inestimable value in presenting the work.** In addition to this the Story Primer and many of the phonic cards are attractively illustrated. In fact, everything has been so planned that the moment the child is given the first story about the five happy little fairies, or the busy dwarfs, he is always eager for the next story. This eagerness to hear the next story takes all the worry out of discipline, and guarantees the success and the continued happiness of both children and teacher.

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NOTE: Teachers and mothers wishing full information about the Lewis Story Method may get the same free by addressing the author. G. W. Lewis, 4707 St. Lawrence avenue, Chicago, Ill.

N. E. A. ON MILITARY TRAINING IN SCHOOL

Among the resolutions adopted by the National Education Association at its summer meeting in New York City is the following declaration with reference to military training in the schools: "The association records its conviction that the true policy to be followed both by the school and by the nation which it serves, is to keep the American public school free from sectarian in-

terference, partisan politics and disputed public policies, that it may remain unimpaired in its power to serve the whole people. While it recognizes that the community, or the state, may introduce such elements of military training into the schools as may seem wise and prudent, yet it believes that such training should be strictly educational in its aim and organization, and that military ends should not be permitted to pervert the educational purposes and practices of the school."

NATIONAL EDUCATION ASSOCIATION

In the N. E. A. number of Catholic School Journal for June it was predicted that the attendance of the meeting or the convention to be held in New York City, July 1 to 8, would be one of the largest in the history of the association. The meeting is now a matter of history, and the enrollment was more than 30,000. This is next to the biggest meeting ever held, which was the famous Boston meeting of 1903, which enrolled more than 35,000. New York City enrolled more than 13,000 of the 30,000 registered members at this year's meeting. This large attendance of 1916 will give the association treasury a financial boost.

New York City and the teachers entertained the association most successfully. More than 1,500 of the New York City teachers acted as guides during the association to direct teachers to attractions in and about the city and to secure the comfort and pleasure of their guests. The evening reception held by the city teachers for members of the N. E. A. excelled in attendance and brilliancy any other N. E. A. reception. Elaborate refreshments were provided for 20,000 persons. Grace Strachan of New York City schools was the popular and brilliant hostess of the occasion.

Social activities were at full tide. The number and brilliancy of breakfasts, luncheons, banquets and receptions broke all previous records.

The program was considered the best ever. A larger number of prominent people from outside the profession than ever before addressed the convention and its departments. There were many really notable addresses.

The meeting of active members of the association voted to have the next annual meeting in Asbury Park, New Jersey. It is left with the executive committee to make a final decision as to the place of meeting, depending upon convention arrangements required.

The officers elected for 1917 are: President, Dr. Robert J. Aley, Maine. First vice president, David B. Johnson, South Carolina. Vice presidents, Mrs. Mary G. Bradford, Colorado; Cornelia Winslow, Arizona; Charles J. Koach, Maryland; J. A. Churchill, Oregon; F. W. Longenecker, West Virginia; F. W. Winner, Oklahoma; W. R. Siders, Idaho; Mrs. Josephine Preston, Washington; Miss Frances E. Harden, Illinois; J. L. Henderson, Texas; Payson Smith, Massachusetts. Treasurer, Thomas E. Finegan, New York.

BANKING FOR SCHOOL CHILDREN

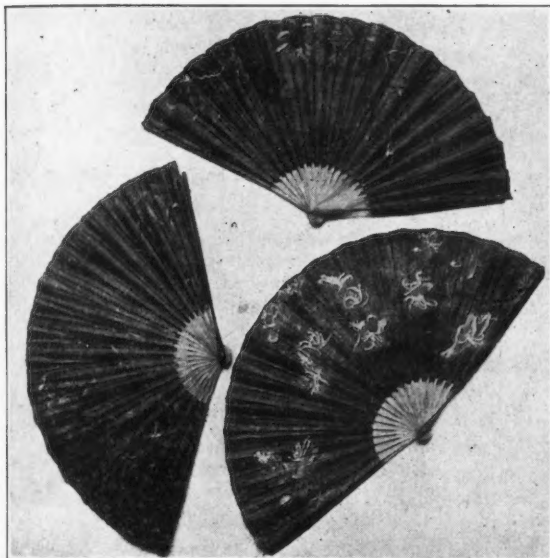
But by far the most important school movement today in the interest of thrift is the school savings bank. Do we Americans truly realize the magnitude of this endeavor? Today there are over \$1,300,000 in these savings banks created by the school teachers, and more than 217,000 children are depositors. Founded in 1873 by a Belgian teacher, Professor Laurent, of Ghent, the school banking system was first inaugurated in America at Long Island City by another Belgian, John H. Thirty, and today from Maine to California the youngsters are depositing their pennies and "jitneys." Generally the school keeps the child's money until the sum of \$3 is reached, and then deposits in the youngster's name in a bank paying at least 3 per cent. The amounts deposited in the cities since the beginning of the system have, of course, been large—\$600,000 in Pittsburgh and \$250,000 in Toledo—but in towns like Helena and Great Falls, Montana, and Chester, Pennsylvania, the savings of children also show astounding growth.—From "The Country School's Re-Birth," by Carl Holliday, in the American Review of Reviews for July, 1916.

DRAWING AND MANUAL ARTS FOR SEPTEMBER

L. Eveline Merritt, Supervisor of Drawing, State Normal, De Kalb, Ill.

PLANT DRAWING

There is nothing that will lead more naturally from the summer vacation to the schoolroom than the study of the plant life of the out of doors.



A lesson in plant composition made by normal students for eighth grade work.

Essentials to make a plant drawing lesson a success are:

1. There must be enough specimens to enable each



FIGURE 2

child to get a good view of one, and near enough to him to see details. This can be done by placing boards across every other aisle from one desk to another.

2. The flowers must be fresh. There is nothing so

depressing as to attempt to draw from withered, drooping material. A flower can be kept fresh and look as tho it were growing by placing it in a small bottle filled with wet sand.

3. The teacher should make the drawing herself beforehand, that she may know the difficulties and may have decided upon the best order of procedure.

4. The teacher should have a definite aim for each lesson and see to it that the children accomplish that aim. One thing at a time and that done well applies to drawing as to other things.

5. There should be a clear presentation of the lesson before the children draw, that they may know definitely what to do and how.

6. The teacher should draw before the class to show method of work, and should also show other good examples of similar work. These, however, should not be in sight while the children are drawing, to avoid the tendency to copy.

7. Every lesson should be followed by a class criticism. The children thus develop a power of judgment.



FIGURE 1

They also know wherein they have failed and how to remedy it at another time.

8. All work should remain distinctly the child's work. When the teacher changes parts later it becomes her work rather than his.

As in all teaching there should be a definite order of procedure from grade to grade. The following is one suggestion: Line of growth as manifested by the main stem; position of parts on the stem; angle of branching; comparative sizes of parts; characteristic shapes; careful study of details, such as the nodes; foreshortening of leaves and flowers; decorative studies of the whole plant for definite purposes.

Use the medium best adapted to the particular lesson; for example, when detail is the aim use the pencil, or when a decorative effect is desired use water color or

paper cutting after it has first been worked out in pencil, while characteristic shapes are best shown in ink silhouettes.

The ultimate aim of all plant drawing should be the decorative work. This will always go hand in hand with the naturalistic drawing, but should be the main thought in the upper grades.

Some of the things which may be thus decorated are calendars, special day cards, fans, the bottom of a round,



FIGURE 3

A decorative composition (see figures 1, 2 and 3) is a naturalistic drawing so made that a definite space is well filled. This shows how a plant form may be so drawn as to be in harmony with a square, circle and rectangle.

When zinc etchings are made, what is black here will be printer's ink. Thus it could be a dull green ink printed upon a soft gray paper or a dark brown upon a light brown. Color can be added to some of the light places later to give the snap.

square or rectangular tray, a decorative panel for the schoolroom and a panel for a screen.

Zinc etchings may be made from ink drawings. The cost of a small etching will not exceed 60 or 70 cents. This can be printed and color added later by hand if desired.

A good, inexpensive Japanese fan in plain brown upon which opaque color can be used may be obtained of Mrs. Imogen Sanderson, 2711 Benvenue Ave., Berkeley, Cal.

NATURE'S INVITATIONS

Kind Nature's invitations,
You will find them everywhere,
They are nestling in the blossoms,
They are floating on the air.

They are in the lofty treetops,
And in the lowly weeds,
Spread broadcast in their blooming,
Far-wafted in their seeds.

They are in the waves of ocean,
And on the glistening sand,
They are in the waving grain-fields
That we see on either hand.

They are on the mountain ramparts,
And on the dimpled hills,
They are thundering in the mighty falls,
And whispering in the rills.

They are in the sunrise glory,
And in the sunset glow,
They come pattering in the raindrops,
And feathery white in snow.

They are in the mists of morning,
And in the starlit night,
Abroad in velvet darkness,
And glancing in the light.

They are in the birds' sweet singing,
And in the insects' hum,
And in the woodland murmurs,
Which softly bid us "come."

They are ever in our pathway,
They are always right at hand,
Then let us not be churlish,
But show we understand.

—Emma Peirce in *The Guide to Nature*.

THE ROBIN AND THE BEE

"I suppose you know it's autumn?"
Said the Robin to the Bee—
"And the leaves are getting thinner
On the most courageous tree.
You have noticed that no butterflies
Across the garden rove?
And that every single chestnut
Has been scattered in the grove?
It's a fortnight since the swallows
Took their passage o'er the sea—
So perhaps you know it's autumn,"
Said the Robin to the Bee.

"Old Winter soon gets busy,
When the feeble sunbeams fade,
And he turns the flower-beds over
With a white and frosty spade.
He rolls the gravel pathways
Till they ring like iron roads,
And the twigs on all the bushes
With a sparkling cloak he loads.
That's right! Let's both fly Southward
Until May once more we see—
When we'll find a warmer welcome,"
Said the Robin to the Bee.

—John Lea in *St. Nicholas*.

THE DOWNY WOODPECKER

Do you know a little bird
That in mourning shades is dressed—
Black and white upon his wings,
Black and white upon his head;
Underneath a bib of white
On his pretty throat and breast;
While above, upon his nape,
Gleams a shining bow of red?

STUDIES OF NOTED PAINTINGS

By the Editor

IN DISGRACE—BARBER

Among the subjects of art generally studied in the elementary grades of school, this picture, painted by the English artist, C. B. Barber, belongs to the class of those portraying experiences of child life, which make a many-sided appeal to children. This artist has exhibited especial genius in painting children's activities and experiences, and many of his subjects include also the pet animal playmates and companions of children. The subject of our present study, "In Disgrace," has the strong artistic and ethical appeal which characterize his compositions. But aside from the artistic and ethical expressions of the composition, the mere story element of the picture catches immediate hold on childish fancy and interest. Children are always deeply interested in the experiences of other children, and likewise in the animal pets of other children. Most children, even in the lowest grades, will read and understand the story this picture tells more easily and with a more vivid play of the imagination than if the story were told in print. One of the secrets of successful picture study is to cultivate the child's power to read and enjoy what the artist has tried to express in the picture and then to appreciate the skill with which he has done his work.

With a small picture in the hands of each pupil or a large picture like the one on the opposite page put up before the class, give the pupils a few moments to study silently the picture. (Penny pictures, $5\frac{1}{2} \times 7\frac{1}{2}$ inches in size, or small pictures for pupils' note books at 50 for 25 cents, can be bought of Perry Pictures Co., Malden, Mass.) Some questions or suggestions from the teacher may aid this silent study. The little girl in the picture will arouse the sympathies of all children because they will readily understand the trial she is passing thru as common to their own experience. They may not know the nature of her offense, but they will know that she has done something that has brought her into disgrace. They will realize how the little girl feels while she is banished to a far corner of the room to sit for ever so long on the uncomfortable stool. Her playmate, the dog, feels sorry for his companion, and by his attitude and the expression of his face shows his sympathy. The background of the picture composition should be discussed, and the pupils should be required to draw the two sides of the room shown, deciding first on the color of the wall and the color of the baseboard. In the lowest grades nothing more should be required, but in upper grades pupils may attempt to draw the figures in the foreground.

The following questions are suggestive of what may be asked to develop thought and expression on the part of the pupils:

QUESTIONS FOR STUDY

- What do you see in this picture?
- Do the little girl and the dog look happy?
- What do you think has happened to the little girl?
- What do you think she did that brought her into disgrace?
- Do you see anything on the rug and floor that tells of her deed?

Do you think she did it purposely or thru carelessness?

What is she doing in the picture as a punishment for her carelessness?

What is the little girl's dog doing?

Do you think the little girl and the dog are good friends?

The little girl is sorry for two reasons. What are they?

Why is the dog feeling unhappy?

As you look at this picture, does it make you feel sad or glad? Why?

Could you add anything to what the artist has put into the picture to make it better tell the story of the little girl's experience?

Would the picture speak with as much meaning to you if the dog were omitted from it?

Can you think of any other name for the picture than "In Disgrace"?

If you were painting the picture, what color would you make the little girl's hair? Her dress? Her stockings? Her shoes?

In what colors would you paint the dog?

What color would you have the walls of the room? The baseboard?

What flowers do you see? What color would you paint the flowers?

Tell or write the full story this picture tells to you.

THE ARTIST

Charles Burton Barber, the artist who painted the picture which we have been studying, was born at Great Yarmouth, England, in 1845. The town, located on the coast about 120 miles northeast of London, is important for its fisheries and manufacturing interests. Mr. Barber studied at the academy schools of London, and in 1864, when only nineteen years of age, obtained a silver medal for drawing from the antique. When he was twenty-one years old he exhibited his first picture at the Royal Academy of London. From that time until his death he continued to be a frequent contributor to exhibitions held at the Royal Academy.

His pictures generally represent children and dogs. He is very faithful in his delineations of little things in his pictures. No detail is too small for his careful attention. His paintings have been often reproduced and are very popular. Some of his best known pictures besides the one presented in this study are "Once Bitten, Twice Shy," "The Order of the Bath," "Friends or Foes?" "Sweethearts," "Trust," "A Special Pleader" and "Wake Up." Mr. Barber's choice of subjects is characteristic of the English art of the present time, which makes a strong appeal to the home-loving instinct, the love of children and domestic animals, as well as dealing with the trifles that make up so large a part of daily life. All of these are recorded with a profuseness that testifies to the public's unflinching demand for this kind of art.

During a period of twenty-five years Mr. Barber executed a large number of pictures for Queen Victoria. He painted most of her Majesty's dogs, combining many with a group of her grandchildren. His last picture painted for the Queen in the year of his death represented her in her pony carriage surrounded by her grandchildren. Mr. Barber lived most of his life in London and died there in 1894.

A LETTER FROM STATE SUPT. SHAWKEY

In a letter to G. W. Lewis, Chicago, author of the Method of Teaching Reading thru Story, Song and Play, State Supt. M. P. Shawkey of West Virginia writes: "I am convinced that your method has great merit in it. It is founded on natural laws and must produce good results."



IN DISGRACE--BARBER

A MANUAL TRAINING PROJECT IN WOODWORK

H. W. Temple, Manual Training Teacher, Chicago.

A ONE POT FLOWER STAND AND A STAND FOR THE FISH BOWL

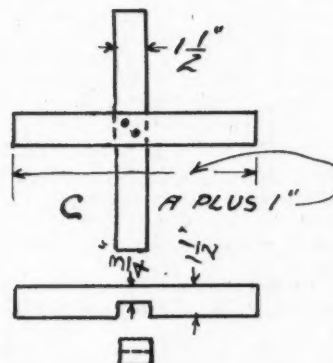
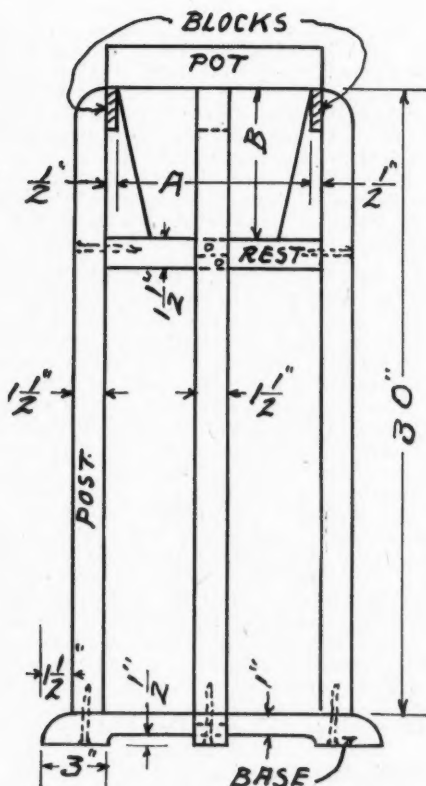
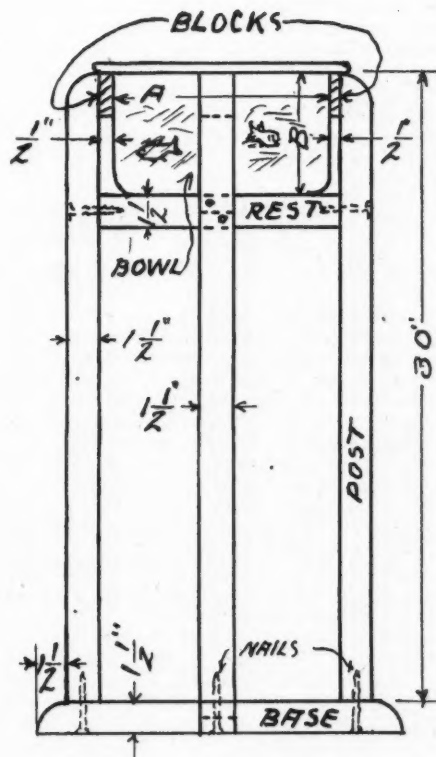
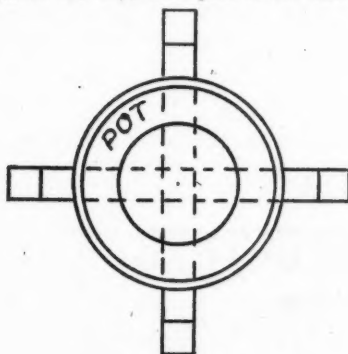
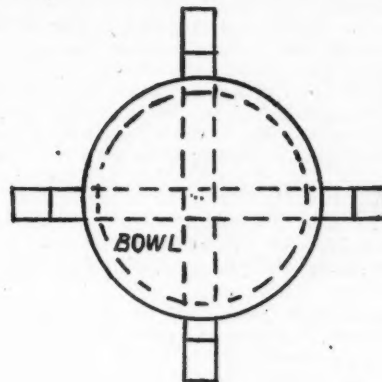
Tools Required:

Saw.
Chisel.
Plane.
Hammer.
Screw driver.
Square.
Rule.
Pencil or knife.
Sand paper.

Materials:

Poplar or pine, surfaces on two sides, or if purchased $1\frac{1}{2}$ " square, surfaced on four sides.

4 pieces $1\frac{1}{2}$ "x $1\frac{1}{2}$ "x30" for posts, finished.
2 pieces $1\frac{1}{2}$ "x $1\frac{1}{2}$ "x 7" plus A for base.



- 2 pieces $1\frac{1}{2}" \times 1\frac{1}{2}" \times 1"$ plus A, rest for bowl.
 4 pieces $\frac{1}{2}" \times 1\frac{1}{2}" \times 2"$, blocks.
 Nails or screws.
 Paint.

Instructions: How to build—

Take your $1\frac{1}{2}"$ stock and get out four posts $31"$ long. Take the square and a sharp knife or lead pencil and square or cut a line around one end of each piece. Saw this $\frac{1}{2}"$ of stock off, being careful to saw straight and to the line. Hold the saw carefully and do not press too hard, or you will chip the under edges when the saw passes thru. If you can plane these ends the base will fit much better against them. You will find the ends a little hard to plane if they are to be kept square.

Measure $30"$ from the squared ends and square a line around the other end. These ends are to be worked off round as shown in the drawing, with the plane, chisel or saw.

You must measure your bowl or plant pot, getting the dimension A. Be sure and get this dimension correct. If you are sure you have A add $1"$ to it and you have the exact length of the rest. The two pieces making the rest are $1\frac{1}{2}"$ square, planed on four sides, and the ends square. The rest and base are put together on a half lap joint as shown on the drawing as C, halving out $\frac{1}{2}$ the thickness of each piece, and fastening with nails or screws. A little glue will make the joint stronger.

Measure the bowl or pot for depth B. Take your square and pencil and pencil a line on the inside of each

post, this B distance down from the top ends.

Get out the $\frac{1}{2}" \times \frac{1}{2}" \times 2"$ blocks and nail them to the top, inside ends, of the posts as shown, with small nails.

The two pieces making the base are $1\frac{1}{2}"$ square and $7"$ plus A long when finished. Get these out next and fasten together as you did the rest. Round off the ends as shown in the drawing.

You are now ready to put the stand together. Nail the rest in place first. Mark off with the pencil, on the top side of the base and from its center, $\frac{1}{2}$ the length of the rest, marking on both sides of the center of the base, thus locating the position of the inside face of each post. Turn the stand up side down and nail the base to the posts.

Sandpaper your work, slightly rounding all the edges and corners.

Paint two or three coats with white, blue, brown or green paint.

In building these stands it must be remembered that the pot or bowl will have to be provided first, and the stand built to accommodate it. If the stands are built without considering the pot or bowl one can readily see that they might not fit when the stand is completed.

The better the workmanship the more pleasing will the completed stand be.

The rest and base could be framed to the posts, thus making the work stronger but requiring more time and very careful work.

One inch stock could be used instead of the size stock called for in the drawing.

FALL WORK IN AGRICULTURE

M. J. Abbey, Montana A. & M. College

Few teachers need to be told that certain subjects appeal more to children than other subjects. That in the selection of any subject the age and experience must be considered. In the study of Agriculture, a fundamental principle is that subjects must be studied in their seasonal sequence. Few text books on agriculture are written from this standpoint. The average teacher feels that text books are almost infallible and must be followed page by page. As a result, subjects which should be taught in the fall are often taught in January or April. True, not all phases of one subject in agriculture should be taught at one time. The following study of corn does not consider the testing of seed corn, which is a winter study, or the planting and cultivation, which are spring studies.

As an introduction to the study of corn, bring out the following facts: That corn is the youngest of our cereals. It is a native of North America and is not grown to any extent in foreign countries. As regards its utility, money value, acreage and distribution, corn leads all cereals in America. While the soil and climate of the great Mississippi Valley region seem to be best adapted to this plant, it is also grown in every state in the Union. The following states have come to be known as the corn states, owing to the great quantity which they produce: Illinois, Iowa, Nebraska, Kansas, Missouri, Indiana, South Dakota, Minnesota, Wisconsin, Kentucky, Oklahoma, and Ohio.

A STUDY OF CORN IN THE FIELD

Each child should be provided with four stakes, a notebook and a pencil. Before the pupils leave the school-room, place the following outline upon the blackboard to be neatly copied in the notebook: 1. Each pupil count ten hills up one row and place a stake. Count ten hills in a direction at right angles with this row and place another stake. 2. How many hills within the square? 3. How far apart each way are the hills? 4. How many hills has one stalk? Two stalks? Three stalks? No stalks? The average? 5. What is the aver-

age height of the corn? 6. How many joints on a stalk? How many hills has one stalk? Two stalks? Three ears? 8. What are the relative positions of the ears to the stalks? 9. Are all ears the same height from the ground? 10. When there is one stalk to a hill, how does it compare in size with those where there are three? 11. How many stalks have large masses of black or brown spores hanging to the ear or where the ear should have grown? 12. How many ears show a mold? 13. Is the soil a loam, clay or sandy soil? 14. How deep has it been cultivated? 15. Ascertain from the owner of the field the date of planting; the number of times it was cultivated and how cultivated. 16. Name the most common weeds found in the corn field.

DEVELOPMENT PART OF THE LESSON

After the pupils have been given sufficient time to obtain the above data in the field, ask each one to provide himself with several stalks of grass that are growing near the corn field. Call attention to the fine, thread-like roots. Develop the name "fibrous" as the name to give to the roots of grass plants. Compare the roots of the corn plant with those of the grass and note that they are the same except that the corn plant has roots above the ground. Lead the pupils to see that the corn plant, being much taller and having much more weight to bear, needs brace roots in addition to those which supply food. Compare the stem and leaves of the grass and corn plant, noting that they are similar—both being provided with a stem made of joints and parallel veined leaves. Draw the conclusion that corn belongs to the grass family. Select an ear of corn that has not matured. The silk on such an ear will be green. Remove the husks gently and note that to each kernel of corn is attached a single silk. Explain that the silk is a part of the flower and that the tassel is the other part of the flower; that a pollen grain from the tassel must fall on each silk before a kernel of corn is developed. We call this process "fertilization." Find ears in which one or more kernels are lacking. Why are

many kernels of corn lacking if a stalk of corn grows alone in the garden? Pollen grains which come from adjoining plants produce a better grade of corn. Account for the fact that field corn, sweet corn and pop corn cannot be successfully grown near each other. Explain that farmers who make a specialty of growing seed corn often cut off the tassels from certain rows and save the corn from the detasseled rows for seed. A corn having the strong characteristics of two plants will result, and we call this a "pedigreed" corn.

SCHOOL ROOM STUDY

Pull up by the roots two or three of the best stalks of corn and one or two that are diseased. Take these to the school room; also take to the school room several samples of soil from different places in the field. The following day review the work of the previous day, verifying statements by referring to the corn plants that have been taken to the school room. Use the data which the children have obtained from the owner of the field visited or the data obtained at home, in developing the following facts regarding cultivation:

- That a loam soil is best adapted to the growth of corn.
- A thoro deep plowing insures a proper root development and guards against drouth.
- Frequent shallow cultivation will kill weeds and conserve moisture.
- The first cultivation is the most important.
- Ridging of corn is not generally advisable.

Let each pupil examine an ear that is affected with smut and note the large number of small spores. Explain that these fly thru the air and fall upon the silks or tender parts of the stalk and produce a mass of spores. The only remedy is to go thru the field and gather these masses of spores and burn them to prevent their spread the following year.

Ear rot is caused in the same way; that is, by spores, and the remedy is the same. Frequently we find an ear that has been damaged by a worm burrowing along the kernels. These worms are the result of a moth laying her eggs on the corn plant about silking time, and later the caterpillars which develop burrow into the ear. There are from two to five broods per year. Early sweet corn planted around the field will attract the moths and not much damage will be done to the later corn.

The above facts should be developed by recalling the experiences of the pupils and asking them to consult farmers who have been successful in raising corn.

SELECTING SEED CORN

Before making a field trip to select seed corn the teacher should point out the characteristics of an ear of corn which is suitable for seed purposes.

Pupils should understand the value of selecting good seed if they wish the following crop to be successful; that poor seed is quite likely to produce plants that are even poorer than the parent, and that good seed has a tendency to produce better plants. Recall the fact that we raise calves from cows that give the most and best milk in the hopes that they will develop into even better milkers than the parents. The offspring of race horses are more likely to be race track animals than the offspring of carriage horses. In selecting seed corn, the same principle is true. If we wish to produce corn that has longer ears, more ears to the plant, earlier, later, larger stalk, or ears closer or farther from the ground, we select seed from plants which have these particular characteristics.

PROTECTION OF SICK TEACHERS

One piece of business a school teacher should look after on entering upon her duties as teacher for this school year is providing protection against those contingencies that are likely to rob her of a good portion of her earnings before the end of the year. These contingencies are sickness, quarantine and accident. One never can tell what a year may bring forth. Sickness, quarantine or accident may cause the teacher to lose from a week to six months' salary. A teacher owes it to herself or himself to be protected against such loss. Such protection is furnished at a very small cost. An income may be guaranteed during the time one is off duty on account of any of the contingencies mentioned. The Teachers Casualty Underwriters, 241 T. C. U. Building, Lincoln, Nebraska, is an organization formed for the special purpose of protecting teachers.

THE RURAL SCHOOL TEACHER AND THE COMMUNITY

No teacher can render the maximum of service in a rural school or be the element of strength he should be in the community unless his knowledge, his interests and his experience extend beyond the boundary lines of towns or cities or schoolroom walls. His horizon must reach out into the open fields of rural life. If the teacher would become a true leader of rural children along pathways that lead to the farm instead of to the towns, he must know thoroly both the pathway and its goal. Necessary as textbook knowledge and normal training are, these are but the foundation. The teacher must know rural life and needs so well that he can relate all of the work of the school to their problems and conditions.

Not a few teachers coming from the towns to teach in rural schools are unhappy and below their best in efficiency because they cannot accustom themselves to the isolation and certain privations of the country. In place of well paved and electric-lighted ^{streets}, they find dark and muddy roads. They miss the street-cars, the fine shops and stores, the theaters and picture shows. The country appears to them dead and monotonous without the glare and the glamour and the crowds of the city. But rural life is not made up of these things, and the teacher who is not able to work contentedly without them should stay out of the rural schools. Or, better still, he should seek until he finds the compensations in rural life that render the city no longer necessary to his contentment and happiness.

—Better Rural Schools by Betts and Hall

I CAN

I Can, rules a mighty dominion,
With power to do and to dare;
I Can't, is a slave and a minion,
Who lives in the realm of despair.

I Can, wears the crown of the master,
Whose forces no foe can turn back;
I Can't, flies the flag of disaster,
And surrenders at every attack.

I Can, is a fighter and leader,
Who faces the battle each day;
I Can't, is a chronic seceder,
Who always retreats in dismay.

I Can, marches steadily forward,
Achieving, rejoicing, in life;
I Can't, is a craven and coward,
Who never can win in the strife.
—John C. Wright, Harbor Springs, Mich.

A RELAY MATCH IN SPELLING

Jane Holliday, Pennsylvania

A device which I have found helpful is a relay spelling match. The class is divided into two sections, two or three rows in each division, according to the arrangement of the seats of the room. Three pupils from each

section come forward and spell. Those at the seats have the books open and follow the spelling. As one fails in the spelling he takes his seat, and the next in the order of seating takes his place. Three from each side are on the floor all the time. The side needing least reinforcement wins.

HOUSEHOLD ARTS AND DOMESTIC SCIENCE

Marie Henegren, Minnesota

WORK IN HOME ECONOMICS FOR RURAL SCHOOLS

DIVISION PLAN OF CONDUCTING INDUSTRIAL WORK IN RURAL SCHOOLS

The teacher of the one-room school has a difficult problem to solve when she tries to arrange her program so that she can give a place to the so-called industrial subjects. The time for the academic subjects ought not to be cut down unless we can use the time not only to advantage for the industrial subjects, but so as to benefit the academic subjects.

The group plan solves the time problem in the rural schools. A one-room school would be divided into two or three groups depending upon the number of years or grades of work. The pupils of the first, second and third years of school form the first group; the pupils in the fourth and fifth years form the second group, and the pupils in the sixth and seventh years form the third group. If there are eighth year pupils, have the second group consist of the pupils in the fourth, fifth and sixth years, and the third group will be made up of the pupils in the seventh and eighth years of school. By using this group plan and alternating the work of a group by years, more work can be accomplished in a given time, as there will not be such a variety of kinds of work as if each grade (or year) of pupils did different work. This group plan has been carried out successfully in teaching the different lines of industrial work and the academic subjects as well. If an hour or an hour and a half is devoted to the industrial work regularly twice a week, not only more work can be accomplished, but a better quality of work is obtained than by having it but once a week.

The advantages of a general period are manifold. It affords time for the general discussion of the industrial subjects and the presentation of new material. The pupils are more responsive and ask questions more freely when they can discuss problems of interest to them. They will soon realize that the quality of their work is better if the problems are solved correctly than if they blunder thru the work some way. If mistakes are made they can be made to benefit all by discussing how the desired results can be attained.

PRINCIPLES OF HOME SCIENCE THAT CAN BE SUCCESSFULLY TAUGHT

Food Principles

Every child of school age should be taught that he eats in order to live. In order to realize the truth of this statement it is necessary to know something of the composition of the body. The body is composed of about twenty elements forming several compounds. The most important compounds are protein, carbohydrates, fats, and mineral matter and water. The food which we eat must supply these compounds, otherwise the body can not develop nor can it keep itself in repair as it is capable of doing, if it is supplied with the material in the form of food. The first four of these compounds with which the food must supply the body

are known as the food principles or nutrients. The definition of food as given by Atwater is: "Food is that which taken into the body builds tissue or yields heat and energy."

Protein builds muscular tissue. The chief source of protein or nitrogen supplying foods is of animal origin, as lean meat, eggs, milk, cheese and fish. The legumes, peas, beans, lentils and peanuts, and the cereals and nuts furnish a high per cent of protein and are cheaper than those mentioned above.

Carbohydrates, sugar and starch, are fuel foods. They keep up the body heat and yield energy for work. The carbohydrates are composed of carbon, hydrogen and oxygen in varying proportions.

Fats are fuel food in more concentrated form. They are composed of the same elements as carbohydrates. Fats are of both vegetable and animal origin, as the fat part of pork, beef and mutton, cream, butter, olive oil, oil of corn, oil of wheat.

Mineral matter is found in all foods, but fruits and vegetables are its chief source. The body uses mineral matter in building bony tissue, as bone, teeth, hair and nails.

Each of the three meals a day should supply the food principles.

Water makes up a large per cent by weight of our bodies and as all the foods which we eat contain more or less water we supply that to an extent. An adult needs to drink four pints of water a day. The water dilutes the blood and carries the nourishment to every tissue of the body. It also carries away the waste matter which is expelled from the body.

Reasons for Cooking Food

1. To render it more palatable. We prefer cooked meat to raw meat, because of its improved appearance and odor.

2. To make it more easily digested. Cereals and tissues are softened by cooking.

3. To kill germs or parasites, thus making it a harmless food. Cooking pork thoroughly kills the trichina in it.

4. To improve the flavor. The flavor of green apples is brought out by cooking them.

5. To give variety. The same food can be prepared differently so that it presents a different appearance and so that its flavor differs.

Methods of Cooking

Heat is required with which to cook food. Heated metal, hot water, heated air and hot fat or combinations of these are used to apply the heat to the food to be cooked.

Cooking by means of hot water:

1. Boiling is cooking food in enough of boiling water to cover.

2. Steaming is cooking over steam from boiling water or indirectly in a double boiler.

3. Stewing is cooking in a small quantity of water and the steam from it. Keep kettle closely covered.

Cooking by means of hot metal:

1. Pan broiling—cooking meat or fish in a hot pan, turning it often.

Cooking by means of heated air:

1. Roasting meat in a hot oven.
2. Baking bread in a hot oven.

Cooking by means of hot fat:

1. Frying is cooking food in deep fat.
2. Sautering is cooking food in a small quantity of fat and turning it often.

Cooking by means of hot fat and hot water:

Fricasseed chicken is prepared by cooking the chicken in a small quantity of fat until well browned, then adding small quantities of water as required until it is nearly done. Finish cooking by letting it brown again.

Cooking by means of heated air and hot water:

Braising is cooking food in the oven, in a small quantity of fat until well browned, then adding a small amount of water and finish cooking by stewing.

Measuring Ingredients

Accuracy in measuring out the ingredients called for is very essential to successful cooking. Level measures are best, because one can measure them more accurately. Sugar and flour are sifted before they are measured. Do not shake to make level, as it is then packed, and you will have more than the recipe calls for. Fat is packed.

Combining Ingredients

If following a reliable recipe do as it directs, as different results are obtained from different methods of combining ingredients.

1. Stirring is a circular motion, used to mix two or more ingredients or to keep contents of a kettle over a fire from burning.
2. Beating is used to enclose air in a batter, cream, white of egg, etc. A spoon, wire whip or Dover egg beater is used.
3. Folding is used when combining a beaten ingredient with other ingredients. With a spoon some of the mixture from the bottom of the bowl is brought up and over the beaten mixture until the two are quite well mixed. Care must be taken that the enclosed air is not allowed to escape. Illustration: Folding beaten egg white into a cake mixture.
4. Cutting is used in mixing the fat into the flour with knives or a fork when it is desirable to have fat cold, as in making pie crust and baking powder biscuit.

LABORATORY WORK

The laboratory work that can be done in the one room school is limited on account of the equipment, but some things can be done. A few simple experiments illustrating general principles can be given.

Experiments

1. Mix water with starch. 1 teaspoonful of cornstarch, $\frac{1}{4}$ cupful of cold water. Note results.
2. Mix the same amount of water and of starch and boil the mixture, stirring constantly. Note the change from a milky or cloudy liquid to a smooth paste. What did the heat do? Each little starch granule is enclosed in a cell of woody fibre, or cellulose. The heat and large amount of moisture softened the woody fibre and swelled the starch granule so that the cell walls of woody fibre burst, allowing the starch granules to expand.
3. Compare raw rice and some that has been cooked in a large quantity of water for an hour. Compare raw macaroni and some cooked in a large quantity of water for two hours.

Conclusion: That starch is changed when moist heat is applied. That starch, when granules are packed closely together, as in rice and macaroni, oatmeal, etc., needs to be cooked for a long time in a large quantity of water.

5. Effect of moisture on sugar. Drop a little sugar into a glass of cold water and the same amount of sugar into a glass of quite warm water. Stir both. Note changes. What becomes of the sugar? In which glass does the sugar first disappear? Where is it? How do you know?

Conclusion: Sugar melts or dissolves more rapidly in the warm water than the cold water.

Application: When washing dishes which have contained sugar mixtures use warm water. Why? Soak dishes having contained starch mixtures with cold water to soften the starch, thus making it easy to remove.

6. Drop a little white of egg into a glass of cold water. Watch carefully. Drop a little egg white into a glass of hot water. Watch results.

Conclusion: The white of egg dissolves in cold water. Heat coagulates the white of egg or albumin.

Application: Rinse dishes which have contained albumin—milk or eggs—with cold water first, then wash in warm water.

HOT LUNCHES

Aside from furnishing a part of the noonday meal, the hot lunches provide a means for teaching considerable about foods and cookery. The preparation of a dish at school gives the children an opportunity to apply many of the principles previously discussed. Besides this the children will get practice in laying the table, serving, clearing the table, preparing for and washing dishes, etc. Care must be taken that they are taught to do things correctly.

The children should be encouraged to put into practice these suggestions at home and to report on their successes and failures.

OTHER PHASES OF HOME ECONOMICS

Sanitary conditions in and about the home are very important. The principles of sanitation can be discussed during the general period or for language work. These principles ought to be applied in caring for the school house and surroundings.

Interest the children in house plans. The arrangement of the rooms on the different floors may increase the amount of work or reduce it to the minimum. Careful planning and foresight are necessary. A slight rearrangement of the furniture, doors or sink often more than pays for the expenses of alterations in the decrease of energy expended in doing the house work.

There are a great many inexpensive labor saving devices and conveniences that the average house can afford if they are brought to the attention of the housewife.

SEWING COURSE, AND HOW CONDUCTED IN RURAL SCHOOLS

Use the group plan for classes in sewing. Plan the work for each group by years; for the second group plan two or three years' work (depending upon the number of grades in the group) which are parallel. That is, the work of the one year is not dependable upon the work given the preceding year. Each year's work ought to make the child more efficient in sewing.

There should be a definite aim. Each child should be required to do the best quality of work, considering the child's age. The work should be so planned that each new lesson will present new problems. Thus the child's interest is retained and the work has educational value.

Simple garments can be made by any girl of the fourth year in school and above for herself, or pieces of household linen. It is always advisable to give the new details on practice pieces first and then apply to the garment. The work on the finished garment will be more satisfactory.

CONTESTS—EXHIBITS

Most school children delight in making exhibits and entering contests. I know of no better stimulus among school children. The parents' attentions will be continually directed toward the school which in turn is an incentive for the children to do their best.

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The Catholic School Journal

SCHOOL ENTERTAINMENT

A WORLD-WIDE PEACE

Willis N. Bugbee

Characters

God of War, Courtiers (any number), and Delegates from the Various Nations.

Costumes

God of War may wear helmet, shield, epaulets, sword and other symbols of war. Courtiers wear knee pants, low shoes with bows, short square-cornered coat, star-shaped collar, hat with plume, sword at side. The Delegates dress to represent various nations.

(Enter War God, rattling sword, etc.)

War God—

I am the mighty God of War,
The nations I command;
I bid them fight the fiercest wars
On sea or on the land.

I care not if it be with swords,
With cannon or carbines,
With boomerangs or bayonets,
With shells or submarines.

The fiercest war that can be fought
Is the kind that pleases me;
And mark my word—this great old world
From war is seldom free.

(Sound of singing and of tramping feet outside.)

I wonder who is coming now
With such a noise and clatter—
Some army marching on to war?
Or what can be the matter?

(Enter Courtiers, followed by Delegates carrying flags.)

Ha, Courtiers, tell me what's to pay;
Pray tell me what's the matter.

Courtiers—

Great God of War, we now present
This world-wide delegation.
They bring to you a message, sir,
From every land and nation.

War God—

You bring to me a message, eh?
That's really quite amusing.
Speak up and tell me who you are—
We've no time to be losing.

Frenchman—

I am a Frenchman from Páree;
It is ze peace zat pleases me.
I pray zat all ze wars may cease,
And all ze world may live in peace.

Englishman—

I come from England, if you please;
My country's "Mistress of the Seas."
Yet, after all, sweet peace is best,
So give the warriors all a rest.

German—

I am a Sherman from der Rhine,
Und many things I make so fine;
In war you'll find I'm brave und bold,
But war—it vill not bring us gold.

American—

I come from the mighty western land
With its noble rivers and prairies grand;
I hope we may be always free
From dreadful war and butchery.

Turk—

I am a Turk from the Dardanelles,

And when I hear the evening bells
I pray that peace shall always reign
O'er all the Sultan's fair domain.

Hollander—

My home is by the Zuyder Zee,
And I'm as peaceful as can be;
You'll very seldom see us fight,
Because we do not think it right.

Russian—

I come from Russia, the land of the bear.
And many brave men have we there;
But better by far to till the land
Of the Czar's domain so broad and grand.

Japanese—

I live on the islands of Japan,
And I can fight—of course I can;
But everyone knows it isn't nice—
I'd rather raise good tea and rice.

Italian—

I leeve in Sunny Italee
By da greata Mediterranean Sea.
Da war it taka da men and mon',
So I lika da peace lak anyone.

Mexican—

I live in the land of Mexico,
Where the sagebrush and the cactus grow;
We have felt the ravages of war,
And long for a time when there'll be no more.

African—

I live in the land of Zanzibar;
With neighbor tribes we sometimes war.
But we much prefer the peace and calm
Of a life beneath the cocoanut palm.

War God—

Well, what do all you people want?
That's what I'd like to know.
Speak quick, for I have much to do,
And on my way must go.

All—

We bring you this petition, sir,
From every land and clime;
And we will read it now to you
If you will give us time.

(One of the delegates unrolls a long strip of paper and reads as follows:)

To the Great God of War:

The nations of the world today
Petition you for peace;
We beg of you to grant our wish—
That wars shall henceforth cease.

We've had enough of wars and strifes,
We're weary of them all—
The sacrifice of human lives
And of empires large and small.

Then promise this one boon, we pray,
That cruel wars may cease,
That all the nations of the world
May ever live in peace.

War God—

Since all the nations wish it so,
There's nothing else to do;
'Twill rob me of my pleasures rare,
But I will grant it you
If you will treat each other fair
And mind the golden rule,

For it applies to nations great
As much as in the school.

Delegates—

We thank you, thank you, God of War,
That wars henceforth shall cease;
But you will nothing lose thereby—
We'll choose you God of Peace.

(All upite in singing the following stanzas selected from Whittier's poems:)

(Tune, "Auld Lang Syne")

"Thank God for rest, where none molest,
And none can make afraid;
For Peace that sits as Plenty's guest
Beneath the homestead shade!

"Then let the common heart keep time
To such an anthem sung
As never swelled a poet's rhyme
Or thrilled on singer's tongue.

"A song of praise to Him who filled
The harvests sown in tears,
And gave each field a double yield
To feed the battle-years!

"A song of faith that trusts the end
To match the good begun,
Nor doubts the power of Love to blend
The hearts of men as one."

(Curtain)

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SPIRITS OF AUTUMN

Rebecca Strutton

A PLAY FOR CHILDREN

Characters—

September Shade
October Sprite
November Drizzle

Setting and Costumes—Out-door effect, lots of green, with a bunch or two of cornstalks and a few pumpkins here and there.

September Shade should be dressed in green crepe paper, with chaplet of leaves on her head, carrying a branch of foliage with which to make the refreshing breeze referred to in second line.

October Sprite must be dressed in the autumn tints, red and yellow crepe paper, carrying a short wand draped with fringed paper which should be used actively.

November Drizzle should be dressed in dark gray paper cambric, trailing robe, hair hanging, gray paper-trimmed wand.

Stockings of all should match dresses, except November, which may be black. No shoes.

Scene

September Shade (enters from left and speaks, using many appropriate gestures):

Good morrow, good morrow, dear guests, one and all!
A breath so refreshing now comes at my call.

(Waves branch.)

My garments are all of the woodland's dark green,
Summer's now gone; 'twas a lovely, soft dream.

(Listening attitude.)

With finger upraised, now listen—now hush!
Jack Frost is soon coming, with colors and brush,
To paint this old world a more marvelous hue,
With the sky above turning a still deeper blue.
The harvest advancing with wealth of ripe grain,
Rich wines will be pressed from the fruits once again.

(Two pass at back.)

Little ones turn now, to desk and to study,
The autumn air brushing their cheeks till they're ruddy!
I'm herald of autumn; my name is September;
The others, you know, are October—November!

(Exit right.)

October Sprite (enters, left, speaks in laughing voice, very active all thru, much use of wand):

I'm a wonderful, colorful, charming young Sprite;
I care not for dull things—I love all that's bright!
The yellows and reds are my colors, you know!
The frosty wind whips lip and cheek to a glow!

(Dances, throws leaves.)

Come dance with me, prance with me, lift the foot higher!

Now throw on more leaves, for a bigger bonfire!
The flush of the lip and the flash of the eye
Betoken the fact that old Jack Frost is nigh.

(Shivers.)

Let ghosts come—and goblins, with Hallowe'en tricks,
With such motley spirits I gladly will mix!
I've a harvest of fruit and of nuts and of grain;
My successor has come—I must leave you, 'tis plain.

(Exit right.)

November Drizzle (enters, left, and with gray robe trailing, speaks mournfully, in first four lines, gradually brightening):

Oh, I'm but a drizzle, as plain as can be,
But that I'm quite useful you'll very soon see.

(Shakes wand up and down.)

I must water the earth—just soak it—you know,
Before it is covered by Winter's deep snow!
October's so bright and so sparkling and dear,
December next claims the best day of the year.
So what shall I do to emerge from the mire?
To meet your approval is my great desire.
If most of my time I am cloudy and drear,
You know at the last I am apt to be clear!

(Maid passes at back with turkey.)

For that let's be thankful—and other things, pray
Let's all be quite thankful on Thanksgiving Day!
(Curtain.)

THE STORY METHOD OF TEACHING READING AND SPELLING

On page 181 in this magazine will be found an article on the "Story Method of Teaching Reading and Spelling" by the author of the method, G. W. Lewis of Chicago. The Story Method is not a series of readers but a method worked out and illustrated to apply to any series of readers in use. The thousands of teachers who read this article should not be satisfied until they write to the publisher for fuller information than is given in the article. The claims set forth for this method of teaching reading and spelling thru story, song and play demand attention and investigation. When it is put up to a teacher that three years' work can be done in one year by this method, teachers who do not investigate are lazy and unprogressive. It is a well known fact that the master teachers in all ages taught thru story. This method, according to the author's statement, is exemplified in his method of teaching reading and spelling. Already thousands of teachers and mothers are delighted with the success attained thru the use of the method. The address of the publisher will be found in a note at the end of the article.

THE BOYS THAT RUN THE FURROW

You can write it down as gospel,
With the flags of peace unfurled,
The boys that run the furrow
Are the boys that rule the world!

It is written on the hilltops,
In the fields where blossoms blend;
Prosperity is ending
Where furrow has an end!

The waving banners of the fields
O'er the broad land unfurled—
The boys that run that furrow
Are the boys that rule the world!
—Atlanta Constitution.

THE CHICAGO SCHOOL BOARD CONTINUES TO FIGHT THE TEACHERS' FEDERATION

At its annual meeting in June the Chicago board of education employed approximately 8,000 teachers for the next school year, beginning in September, 1916. Sixty-eight teachers, principals and assistant superintendents, who had been previously employed, most of them for many years, were not re-elected, in other words, were not re-employed. The Illinois state law does not give boards of education the power to employ teachers for more than one year at a time. The law does not give teachers any permanency in their tenure of positions. Wherever boards of education accord to teachers a tenure of office during good behavior or efficiency, it is done so by grace, not by law. Teachers in places where tenure of office is recognized, just the same, can be employed for not more than one year term.

Teachers in Chicago have considered that when they were elected to a position in the system they were elected permanently or during efficient service and good behavior. The clause in a rule of the board under which permanency of position was maintained reads as follows: "At such annual election all teachers who have not been notified of unsatisfactory work during the preceding year shall be re-elected for the ensuing year." The rule of the board, including the foregoing and other statements regarding the permanency of the teachers' positions, was amended a short time before the annual meeting in a way to eliminate the statements with reference to permanency of position in order to make the rules of the board (as the anti-teachers' federation board members stated) conform to the laws of the state. It was maintained that in doing this no right was taken from any teacher as to dismissal, promotion and tenure of position in the public school service. It is quite evident, however, that this rule was amended in order that the board might be unhampered in striking a blow at the Teachers' Federation. The year before they had tried to destroy the Federation by adopting a rule prohibiting the membership of school teachers in labor unions or organizations affiliated with labor unions. An injunction of the court prohibited the enforcement of that rule. At the annual meeting in June the board tried the plan of not re-employing members of the Federation who had been active for the organization. Of the teachers not re-employed, thirty-seven were members of the Federation. Among the thirty-seven federation members not re-employed were included the president of the Federation, the recording secretary, the corresponding secretary, the financial secretary and one or more members of the board of managers.

As might be expected, the action of the board aroused great indignation among the teachers and their friends. Regarding those in the list who were not re-employed on account of insufficiency or old age, the teachers offered no complaint, but none of the thirty-seven federationists who failed of re-election were marked inefficient. The records show they were all good or excellent as teachers in the classroom. Some of them were marked superior.

A mass meeting of citizens was held after the annual meeting of the board to formulate a protest against what some of the teachers and their friends called the "anti-merit" rule. This meeting was largely attended and many prominent speakers protested against the conduct of the board. A Public School League was organized and a committee of fifteen appointed to work in the interests of the teachers.

President Jacob M. Loeb, who is the leader in the board's opposition to the Chicago Teachers' Federation, stated that "the federation members who were not re-employed were considered insubordinate, and that they either wilfully or thru a coercive force they could not control, had placed themselves in a position too injurious to the system to permit their retention therein." Of

course it is easily possible for a teacher who is thoroughly efficient in scholarship and in ability to instruct, to be a detriment to the school system on account of personal conduct and activities outside of the classroom. President Loeb's statements regarding the influence of the members of the Teachers' Federation on the school system are very bitter in epithets of denunciation.

The teachers carried the fight into the city council, where a motion for an inquiry into the school board's actions won by an overwhelming majority. A board of inquiry was appointed by the council and some sessions were held at which a number of teachers, including federationists and federation officials were questioned for information bearing upon the whole situation. The inquiry is expected to continue this fall and to go into the qualifications of each efficient teacher not re-employed, their political affiliations, and into the motives behind the votes which abrogated the board's rules for dismissing public school teachers. It is expected to probe for information as to why federation members who had excellent records as teachers were not re-employed. The committee subpoenaed members of the board of education to appear to give testimony, but the members declined to appear.

The Federation of Labor adopted resolutions putting it on record "as determined to use all its power to secure the reinstatement of members of the Teachers' Federation, who are efficient teachers." The resolutions characterized the action of the board as "a high-handed proceeding," "a tyrannical act against the constitutional liberty of citizenship," "of striking a blow at organized labor," and "an insult to the citizens of Chicago."

A member of the board in explaining its failure to re-employ efficient teachers stated in an interview that the "marking of the teachers efficient or inefficient by the superintendent is based solely upon their conduct within the schoolroom, and matters relating to their ability to teach the subjects prescribed in the course of study. It has nothing to do with their conduct outside of the schools, with their loyalty to the system, with their interference with its proper management, with their efforts to discredit board members or employes in the system, or to secure unjust advantages for themselves. Those are matters which board members themselves must deal with, and so the absence of inefficiency marks is no proof that the teacher is entitled to a new contract for another year."

It is not likely that any court will rule against the action of the board as it acted wholly within the terms of the law. If teachers would have permanency in tenure of office they must go in their united strength to the legislatures for the enactment of laws granting such tenure of office. School boards subject to the influence of partisan politics and local issues cannot be depended upon to grant teachers any stability of office tenure. There is no question but that teachers are within their rights and within the law when they form organizations for the promotion of the teachers' interests and the interests of the schools. Boards of education cannot prevent such organizations. It is possible for a teacher who is or is not a member of a teachers' organization to make her personal activities outside the classroom a detriment to the discipline of the school and the administration of the school system. As to whether any or all of the thirty-seven members of the Teachers' Federation who failed of re-employment are guilty of being a detriment to the school discipline and administration, is a difficult question to decide. It is not likely that any judge would assume the right to decide such a question. The law probably leaves this matter to be decided by those responsible for the educational and business supervision of the system.

Among the resolutions adopted by the National Education Association at its meeting in New York City in July was one urging legislation that will guarantee permanency in the teachers' tenure of office after a probationary period, and making removal possible only for inefficiency, immorality or grievous neglect of duty.



YEAR'S TEST OF DEPARTMENTAL SYSTEM OF INSTRUCTION.

Departmental teaching has been demonstrated for a year in Milwaukee at the Ring Street School, Ninth and Ring streets, and the verdict of those in charge is that the experiment has proven a success.

The probability is that departmental training has become an accepted principle in Milwaukee, as it has in New York and Cincinnati, according to high school officials.

The difference between departmental teaching and the usual instruction method is this: In departmental work a teacher, instead of attempting to inculcate knowledge of six or seven subjects into her pupils, specializes in one branch. The children, instead of remaining in one classroom, march from one instruction to another at the end of half hour periods.

The advantages claimed are these:

The monotony of the day is broken in the marches from room to room and the children, as the result of this mild form of calisthenics, are brightened up and become less lethargic.

Teachers Become Specialists.

A teacher is enabled to specialize in a particular line of work, as in high schools and colleges, and she develops more efficiency and enthusiasm.

The widespread complaint that teachers are compelled to undergo too much preparation is eliminated and he or she teaches that for which best fitted.

It becomes possible to fully equip each of the classrooms with those things needed to properly teach the subject, which is not possible when all subjects are taught in one room.

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Some of the objections to the system are a loss of time and discipline.

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"We have no such thing as discipline," said Mr. Sell in answer to this objection. "It becomes a minus quantity. Delinquency, the result of nervous inactivity, disappears. There is no loss of time to speak of. The change from classroom to classroom is made in less than two minutes and the benefits outweigh the objections."

AMERICAN ORATORS, NEW STYLE.

Significant to the teacher of reading and elocution is the following excerpt from an article in "The Literary Digest":

If American oratory is not in the midst of a revival, apparently it is enjoying "something very near akin to it," as was evidenced at the recent political conventions. This is the discovery of "The Christian Science Monitor," which tells us that the trend toward better public speaking has been noticeable for several years. We have always had political orators, and some of them possessed great ability, this journal recalls, and they have been different in method and character as they were affected by the change of events and circumstances. For instance, Henry Clay would find it difficult to please an audience of to-day "either by the manner or content" of his orations. He was a "heavier" talker than the people of this period call for, and similarly the speakers of Civil-War days were "too ardent, fervent, passionate for our time." Styles of oratory come, in and go out like other fashions.

"To get back to the present, most public speakers are making for clearness of diction and terseness of expression. The direct, positive, forceful, rather than the flowery orator is the man of the hour. He can hold conversations or town-meetings, ward- or mass-meetings, when the spellbinder who deals in glittering generalities fails. The audience at a modern, better-class political

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"I have just completed a review and comparison of a number of books dealing with business correspondence for secondary schools, and I find not one of them equal to your 'Style Book of Business English' in respect to the amount of information given and the thorough follow-up devices to test the pupils' mastery of the various topics discussed. Other features, especially your treatment of Letters of Application, are entirely original and very suggestive. It seems to me just the book we need to train competent office assistants."—Jos. B. Wadleigh, Teacher of English, Hackensack (N. J.) High School.

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meeting is there for a purpose. It wants to know. It came to learn. It is critical. It is composed largely of business men who do things on the card-filing system, who ring a bell, ask for something they want, and are disappointed if they do not get it instantaneously."

DR. WALSH ON EUGENICS.

In a strong paper recently contributed to "America," Dr. James J. Walsh scores the evil of sexual suggestion which to-day flows in upon children from many sources: newspapers, magazines, and especially theatres. Rightly characterizing such evil influences as a horrible campaign he points to the Church's efficacious remedy:

"If parents will only be sure that their children have a good confessor and go to confession regularly, they will provide them with the best possible safeguard. Confession is the most wonderful psychological instrument ever fashioned. In France, where education is being secularized, they are suggesting that teachers take the part of directors of conscience in this matter, and secure the confidence of pupils. It is easy to understand what a joke that might be for some teachers. But in sacramental confession, individual instruction and warnings, in keeping with already acquired knowledge, are given under the most impressive circumstances by one who is thoroughly respected, and is known to have the soul's best interests at heart. Confession gives the help that is needed, just at the moment when it is necessary; and religious motives make contrary suggestions strong enough to be of real help; but no mere reasoning or human motives will afford adequate protection against the flood of unfortunate suggestion that deluges modern life."

(Continued from Page 171)

of every true success. His habitual duty is to grow, to grow unceasingly more and more Godlike—not alone in holiness, but in gentleness and power, in truth and beauty, in wisdom and happiness and love. He must realize that God is his model in everything and that he must make himself accordingly to the pattern that was shown him on the mount. He must learn God's ways of doing things and become daily more calm, more patient, more fascinating, more tactful and more kind. Above all, he must never forget that religion—union with God—is the pivotal fact of his professional work, the basis of Christian pedagogy, and that his work will bear fruit in proportion as religion becomes and remains in the soul, the animating principle of his educational endeavors."

SILVER JUBILEE OF CLIFF HAVEN SCHOOL.

The Silver Jubilee celebration of the Catholic Summer School at Cliff Haven, N. Y., on Lake Champlain was observed this summer.

The motto of the Catholic Summer School of America, "God is my light," fittingly conveys its aim. As an educational center the chief purpose of the Summer School is to popularize truth, especially religious truth, as the spirit of evil has popularized falsehood in our day; to prevent weapons of truth from being turned against truth itself; to rid the mind of the thought that divine faith is an acceptance of doctrines that do violence to our intellect.



SOME FAMOUS SONGS OF OTHER DAYS.

THE LAST ROSE OF SUMMER.

"The Last Rose of Summer." is one of the most exquisite of Moore's melodies. It takes the air of the "Groves of Blarney."

'Tis the Last Rose of Summer, left blooming alone;
All her lovely companions are faded and gone;
No flower of her kindred, no rosebud is left
To reflect back her blushes—to give sigh for sigh.

I'll not leave thee, thou lone one, to pine on the stem;
Since the lovely are sleeping, go sleep thou with them;
Thus kindly I scatter thy leaves o'er the bed,
Where thy mates of the garden lie scentless and dead.

So soon may I follow, when friendships decay,
And from Love's shining circle the gems drop away!
When true hearts lie withered, and fond ones are flown,
Oh, who would inhabit this bleak world alone?

(Continued from Page 173)

and Rev. Brother Alphonse, led in the discussions which followed these papers. At 4:30 the various sections met to discuss special matters and to listen to a paper on "The Basic Principle of the Philosophy of History," by Rev. Brother Bernardine F. S. C., St. Louis. Officers for each section were then elected.

Superintendents' Section.

"Practice Schools and Training Classes for Young Teachers," by Rev. W. F. Lawlor, Jersey City, was the subject before the meeting of the Superintendents' Section at 4 o'clock Wednesday afternoon. Brother Geo. Sauer, S. M., Dayton, O., led the discussion, which was followed by routine business and election of officers.

Teachers' Meetings.

Rev. L. A. Brown, superintendent of Parish Schools, archdiocese of Baltimore, presided at the meeting of local and visiting teachers and representatives of religious communities on Wednesday afternoon in the Cathedral school when Brother Anselm, Xav., read a paper on "The Aim of Elementary Education," and a Sister of Notre Dame on "The Teacher's Part in the Inculcation of Religious Principles." Another meeting was held on Thursday afternoon. The speakers were Brother Gordian, F. S. C., on "The Necessity of Insisting Upon Essentials in an Elementary Education," and a Sister of St. Francis, on "The Commercial Course."

Concluding Sessions.

Business took up the larger part of Thursday's sessions—reports, resolutions, election of officers, etc. The Parish School Department listened to some final papers at 9 o'clock. Brother John Garvin, S. M., of Baltimore, read a paper on "The Lesson Plan." Discussion followed, led by Rev. M. J. Larkin and Brother Sylvan. Miss Madeleine A. Halliwell, M. D., medical director and superintendent of the New Jersey State Institution for Feeble-Minded, spoke on "The Problem of Feeble-Mindedness."

The last meeting of the Seminary Department was held at 9:30 in Calvert Hall, Room F, when the discussion of plans for vacations passed under partial control of the Seminary was taken up. The opening paper was by Rev. Charles E. Boone, S. S., of St. Mary's Seminary, Baltimore. The discussion was lengthy and brought out points of much value.

Msgr. Bonzano's Visit.

The visit of the Apostolic Delegate, His Excellency, Msgr. John Bonzano, at Wednesday's session, was an occasion of much pleasure to all in attendance. He spoke earnestly of the work of the Association, and commended the efforts of all who have worked so hard to make it a success, and prophesied great things for its future efforts. He was the guest of honor at dinner that day at St. Mary's Seminary, where the Executive Board of the Association and the members of the Seminary Department dined with him, by invitation of the president of the Seminary.

Blessing From the Holy Father.

In response to a cablegram conveying to the Holy Father, Benedict XV, the fealty of the delegates in attendance at the thirteenth annual convention, a reply was read on Thursday in which the Papal Blessing was bestowed on the convention, the delegates, and all who strive to further the interests of Catholic education.

Cardinal Gibbons Closes the Convention.

The closing session of the convention was made memorable by the visit of His Eminence, Cardinal Gibbons, who presided with his accustomed gentle dignity and kindly grace and on being introduced by Rt. Rev. Bishop Shahan, gave a most valued address to the assembled delegates, saying, in part:

"Knowledge is power," said the Cardinal in his address, "and that power is salutary only when it makes for righteousness. The progress of a nation is to be gauged not so much by the number of inhabitants or by their wealth, as by their intellectual and moral growth and development."

"The mission in the cause of Christian education, to which you have consecrated yourselves, and which has brought you to Baltimore, is the most vital and important that can engage the leaders of thought in our day and generation. May God bless the teachers of our Catholic youth, for they are the glory of Jerusalem; they are the joy of Israel; they are the honor of our people."

One of the most interesting and important discussions at this year's meeting of the Catholic Educational Association was that relating to the Standard College. At the closing session of the College Department there was an

(Continued on Page 206)



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THE N. E. A. CONVENTION IN NEW YORK.

The 54th annual meeting of "The National Educational Association," held in New York, July 3-8, was largely attended, the registration reaching 30,000. Of this number New York City alone secured 13,000 advance registration from among its teaching corps of 25,000.

Ample hotel accommodations were provided for this vast assemblage of educators which was also easily seated during the general sessions in the Madison Square Garden. Here, however, poor acoustic properties rendered it difficult for speakers to be heard beyond the front twenty-five rows. The 84 departmental meetings fared better in this respect, being comfortably housed in nearby halls.

Seven addresses of welcome, each nearly half an hour long, preceded President Johnson's formal paper on "The Rural School and The Rural Woman." Dr. P. P. Claxton, who followed President Johnson, presented a paper on "A National Program of Education." Ex-President Taft closed the meeting in his usual happy way with a strong plea for peace and arbitration of international questions.

On Monday evening the session opened with an address on "Organized Recreation on the Basis of Community Interests," by Mr. Warren P. Foster. Mrs. Cora Wilson Stewart, of Kentucky, followed with a plan for extending in a national way the fight against illiteracy which she has so successfully waged in Kentucky.

On Tuesday, the session was largely in the nature of a Fourth of July celebration, and an ovation was given Mr. William Jennings Bryan, who spoke on "School Militarism," saying, in part:

"Two years ago no one suggested that we put military training into our public schools, and let us hope that two years hence this awful fever of war will have run its course and that no one will ever again suggest it after that. If political parties looking for votes couldn't be scafed into putting militaristic planks into their platforms this year, why should the teachers who are not looking for votes be scared?"

"If it is thought wise to give more attention to the physical development of our youth the means can be found in a closer imitation of the Greeks, who, by their national games, provided contests which contributed to physical development. This association might with propriety consider the wisdom of encouraging such a system. State

and national prizes would stimulate an honorable rivalry which would be immensely valuable to our boys and girls, measured by progress toward physical perfection."

The session on Wednesday afternoon included six addresses each of more than usual value and interest. Dr. J. Y. Joyner spoke on preparedness through general education for a democracy.

President Carroll G. Pearce, of the Milwaukee Normal School, argued against any change in the elementary school organization and curriculum which shall reduce the influence of the school as an instrument of democracy.

Dr. G. Stanley Hall analyzed philosophically the results of the present war in changing the European countries physically, mentally and morally, in bringing a new solidarity both in the trenches and at home and in giving a new perspective of life and of fundamental life principles. Dr. Hall pointed to the fact that the war is revising in a wonderful manner, the instincts of self-sacrifice and subordination to the general cause. He pointed out that men are going back to the religion of their youth and their parents, that ties of brotherhood, of creeds and of races are coming closer together, and that the soul of man can never find true rest save in God.

"Here, then, we realize the way of true preparedness, which is not pageants and processions, but if these rivers of blood bring any compensating good, it will be in the way of social harmony between ranks and classes, the abolition of barriers and prejudice, closer co-operation between the rich and poor, capital and labor, learning and ignorance."

The session closed with an address on "The Socialized Recitation," by Supt. Fred M. Hunter, of Lincoln, Neb.

Vocational education was the main topic for the session on Wednesday evening. Mr. Hollis B. Frissell emphasized the need of industrial education for the negro. Commissioner Finley spoke of the need of strengthening the educational facilities provided for adult aliens and Supt. John D. Shoop, of Chicago, spoke of some fundamental problems in a system of vocational education. Homer H. Seerley, of the Iowa State Teachers' College, advocated national aid for vocational education. Secretary Redfield, of the United States Department of Commerce, who closed the session, urged that the schools should include in their curriculum a well defined scheme

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of vocational education. "Vocational education," he said, "is the opponent of things narrow and cramping. It would take a boy and make him a mechanic knowing the why and wherefore of mechanics. It would make reasoning workers and not automata. Its purpose is to make men and women flexible in their working powers and to take the rigidity out of toil. It is a human force, sympathetic and xirile, leading the mind to express through the hand, the character and spirit of the worker."

The final session on Friday evening proved perhaps the strongest of the week's general sessions. Mr. Wm. Wirt described the Gary system and Mr. Samuel Gompers described the relation of the school and the working man, advocating "The organized labor movement."

Earlier in the convention was discussed the status of the teacher, which has been agitating New York, and recently also Chicago, where on June 27 the board dismissed sixty-eight teachers, forty-seven of whom were members and officers of the Chicago Teachers' Association, affiliated with the American Federation of Labor.

Prof. Dewey, of Columbia University, described extensively the philosophy underlying a national system of education. He urged that the problem of hyphenism should be welcomed and should be made the most of in readjusting the national character of the American people. The session was closed by an eloquent plea for a national university by Congressman S. D. Fess, of Ohio.

The time and place of the next convention will be determined at a meeting of the directors in January, 1917. A preferential vote by the board of trustees was taken on Saturday. Asbury Park received the largest number of votes. Portland, Ore., Cincinnati and Milwaukee were also supported.

Reception to Catholic Teachers.

During the National Association convention the activities of the "Theta Pi Alpha," a chapter of the United Catholic Works of New York, composed of Catholic teachers in the public schools, gave a reception and musicale at the Waldorf-Astoria, New York, on Wednesday evening, for the 4,000 Catholic delegates to the National Education Association convention. There were special Masses for the Catholic delegates in several churches.

Theta Pi Alpha Chapter.

In 1913, under the auspices of Cardinal Farley, a group of Catholic teachers and principals met to discuss the serious problem presented by the great numbers of Catholic children in the public schools. An association was formed whose mission, actuated by the motto: "Workers for God and Country," has been the religious instruction of these little ones by means of after school classes. The Board of Education and the city superintendent endorsed the plan of this organization from the beginning with the admonition, however, that no offense be given to parents nor efforts made in any way which might impair the spirit of the public school system.

There are now forty-six centers in which week-day religious instruction is given on one or more afternoons

a week by about eight hundred teachers to more than eight thousand children. There has always been a hearty co-operation on the part of the pastors, who appreciate the aid they are receiving in solving one of the most difficult problems which confront them.

While the primary aim of this association is the weekly afternoon catechism classes, they have embraced other fields of endeavor. Vacation centers, night schools and neighborhood meetings were established to meet community needs.

It is interesting to know that Theta Pi Alpha represented the Catholics at the interdenominational committee, which meet at Columbia University to discuss ways and means for the solution of the grave problems confronting them in the religious training and instruction of public school children.

The following are the officers for 1916: Right Rev. Mons. M. J. Lavelle, consulting director; Rev. Matthew Delaney, superintendent of Sunday schools; Katherine McCann, honorary president; Mary S. Brady, president; Mary McGuire, first vice-president; Hannah McLaughlin, second vice-president; Mae MacNamara, corresponding secretary; Teresa O'Connor, recording secretary; Anna McGean, treasurer.

CATHOLIC PRESS ASSOCIATION.

The sixth annual convention of The Catholic Press Association of the United States and Canada met at The Catholic Club of New York Friday and Saturday, Aug. 18 and 19. Sixty-five delegates were in attendance. His Eminence, John Cardinal Farley, visited the convention on Saturday morning to welcome the delegates to New York and extend his blessing to them and their work, while Rt. Rev. Regis Canevin, D.D., Bishop of Pittsburgh, was a visitor at the Saturday afternoon session.

GOLDEN JUBILEE.

The Sisters of Divine Providence, who celebrated their golden jubilee last month, were founded by a priest of the diocese of Mainz in 1762. They came to this country in answer to an urgent appeal by Bishop Dubois, of Texas, and now conduct as many as seventy-six flourishing schools and academies, a number of which are in Louisiana, Oklahoma, and other states still farther apart.

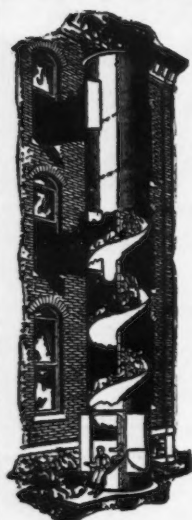
ARCHBISHOP KEANE.

Most Rev. John Joseph Keane, D. D., the retired Archbishop of Dubuque, quietly celebrated the fiftieth year of his ordination to the priesthood. In deference to his wishes, there was no public celebration of his golden anniversary, much to the disappointment of his legion of clerical and lay friends, in whose deep affection he holds an enduring place.

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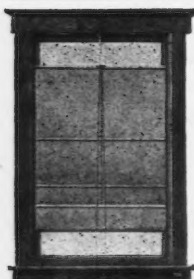
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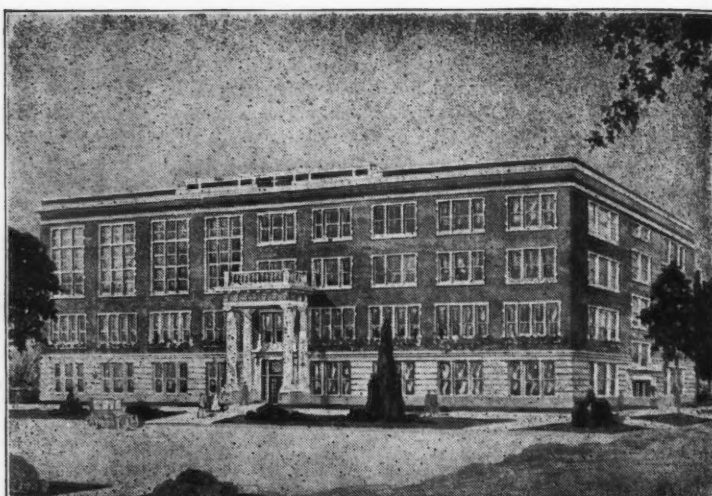
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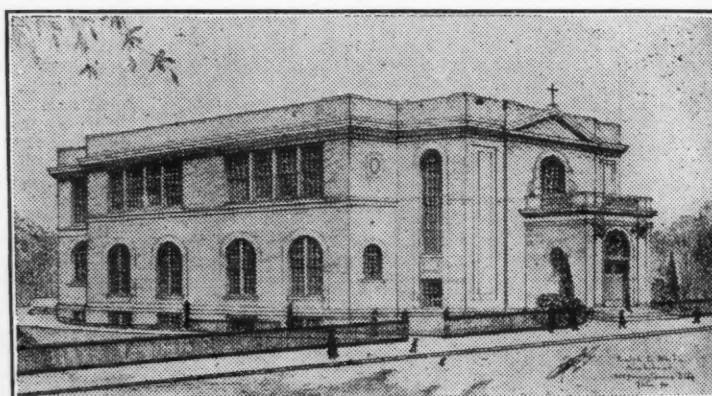
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St. Monica's School, Berwyn, Pa., with all modern conveniences, the opening of this new institution in September signalizes the silver jubilee year of the rector, Rev. John C. Carey.



St. Mary's New School, Menasha, Wis.

St. Mary's parish, Menasha, Wis., ranks well when it comes to school accommodations. This new building is a good type of similar institutions erected in the interior of the state during recent years.

UNIFICATION IN CHICAGO.

In adopting the unified English course for the schools in the Archdiocese of Chicago, some of the text books now in use have been replaced by new ones, while others have been retained. This means the expenditure of millions of dollars, but eventually will accomplish a great saving to the Catholics of the Archdiocese. The publishing houses of the United States have had their men waiting in Chicago for months in the hope of securing these large contracts. No favoritism was shown to any publishers, the works having been adopted on their merit only. The first order for books amounts to one million three hundred and ninety thousand dollars.

This new unified system going into effect in September covers:

1. Method of Teaching.
2. Identical Text Books.
3. Common Examinations.
4. One form of Transfer Cards.
5. Promotional Cards.
6. Diplomas.
7. Working Certificates.

The system also provides for teachers' meetings and district school superintendents.

Four Lower Grades Only.

The new curriculum covers only the four lower grades. Unification of text books and method of teaching in the four higher grades will follow so soon as possible. Superintendents will be appointed to visit the schools of the Archdiocese and to perform such other duties as may be given them.

A certain amount of work will be assigned for each quarter and the superintendents, in visiting the schools, will see to it that this work is thoroughly done. The unified system of teaching provides for Catholicism, Bible history, mathematics, language, penmanship, drawing, reading, literature and spelling, with history and geography in the proper grades. No decision has been come to as yet regarding music, art, and physical education. These subjects will be determined upon shortly.

The following are the English text books that have been adopted for the new system:

- Baltimore Catechism.
- Benzinger's Bible History.
- Beacon Primer (Catholic).
- De La Salle Readers.
- Milne Arithmetic.
- Kirk & Sabin Oral Arithmetic.
- Palmer Penmanship.
- Hoenshel's Grammar.
- Hunt's Speller.
- Lawler's History.
- Sadler's Geography.
- Frang's Drawing.

The above selection of text books was made by a vote of the superiors of all teaching communities in the Archdiocese and the selection has been approved by Archbishop Mundelein.

JUBILEE OF NOTRE DAME.

Notre Dame will reach its seventy-fifth year during the approaching school term. A feature of the jubilee celebration is that it will continue throughout the year. Numbers of famous men will visit the university, and the students will have an extraordinary opportunity to make the acquaintance of the country's great men, many of whom will address the university.

Following the celebration of mass and sermon by Archbishop Messmer in Gesu church at Milwaukee, the second annual meeting of the Catholic Hospital Association was opened on Wednesday, June 7, in Gesu auditorium with an address of welcome by Rev. Herbert C. Noonan, S. J., president of Marquette University, and an address by the president of the association, Rev. Charles B. Moulinier, S. J.

The archbishop in his sermon emphasized the continuing need of Christian charity. He pointed out the phenomenal growth of charitable works, inexplicable save by an influence from heaven, and said that an especial blessing attached to every phase of Christian charity.

Father Noonan, in his address of welcome, laid stress upon the necessity for combating the growing disregard of human life, and emphasized the case of the Bollinger baby as a case in point. The convention, he said, should take a firm stand for the traditional rather than the new morality.

Father Moulinier dwelt upon the need of co-operation between every element entering into hospital work—necessity of perfect and unselfish service from physician, nurse and hospital head; of co-operation from the patient himself, and of enlightenment and generosity on the part of the public.

CATHOLIC HOSPITAL ASSOCIATION OF AMERICA IN ANNUAL SESSION AT MILWAUKEE, WIS.



CATHOLIC WEEK IN NEW YORK.

August 18-24.

During "Catholic week," August 18 to 24, there gathered in New York the greatest assemblage of clergy and laity brought together in America since the International Eucharistic Congress in Montreal in 1910. The American Federation of Catholic Societies, the German Catholic Central Verein, the Catholic Young Men's National Union, the Gonzaga Union, the New York State League of the Central Verein, the New York State Federation of Catholic Societies, and the Catholic Press Association of America convened.

Catholic week was formally ushered in with a Pontifical High Mass at St. Patrick's Cathedral. Three Cardinals and the Apostolic Delegate occupied thrones in the chancel of the great Gothic edifice, while grouped about them were four Archbishops, thirty-five Bishops, two score Monsignori, and members of religious orders, the latter in their respective robes. Hundreds of visiting priests, in surplices and cassocks, were assigned seats in chairs placed in the main aisle.

The cathedral was elaborately decorated. Standards of American and Papal flags were upon the walls, with streamers of yellow and white, the Papal colors, suspended from each arch. On each of the truncated columns of nave and transept was affixed the coat of arms of Cardinal Farley, surrounded by three American and by three Papal flags. High above all the decorations hung the red hat of Cardinal McCloskey, suspended from the arched ceiling over the chancel.

Mgr. Lavelle read a cablegram from the Pope. Bishop Thomas Hickey of Rochester delivered the sermon, while Cardinal Farley imparted the Papal benediction at the closing Mass.

Sunday evening 20,000 people attended the mass meeting in Madison Square Garden. Three Cardinals—Cardinals Farley, Gibbons and O'Connell—and the apostolic delegate, Archbishop Bonzano, spoke, following the usual preliminary words of welcome. Cardinal O'Connell's topic was "Our Country." He said in part:

"Not once, but a hundred times, have even the modern Christian nations learned the awful cost of that lack of eternal vigilance which alone can safeguard liberty.

"And even today poor blood-drenched Europe, though she strive to hide even from her own eyes the true cause of this suicidal war is at last thoroughly convinced that the Voltaires and the Vivians, the Haeckels and the Nietzsches, the Tolstois and the Huxleys, the Kants, and all the rest of that monstrous brood, who for so many years have poisoned the thought and embittered the heart of the student youth are now reaping their terrible but abundant harvest.

"Our country—the land which above all others we love most—God keep you free from such enemies, the worst of all that confront you, whose hate would rob your most faithful sons of that for which they love you—liberty, true liberty, blessed, holy liberty—the freedom to worship God. Beyond our lives we love our faith, and with these sacred lives we stand ready to defend the land which gives us liberty.

Cardinal Gibbons Calls for Loyalty.

Cardinal Gibbons, who was the next speaker, said:

"You live in a Republic where there is liberty without license, and authority without despotism, and where the civil rulers hold over you the aegis of its protection without interfering with the God-given rights of conscience.

"I have an abiding faith in the endurance of the Republic. I might base my hope on the intelligence and patriotism of the American people. I might base my confidence on the wisdom of our statesmen and the heroism of our soldiers. I might place my reliance on our standing armies and dreadnoughts. And surely these are all elements of strength to be reckoned with.

"But, my friends, if the Republic is to endure it must rest on a stronger foundation than the intelligence and patriotism of our citizens, the wisdom of our statesmen, the heroism of our soldiers, our armies, and dreadnoughts. It must rest on the eternal principles of truth and justice and righteousness and downright honesty in our relations with foreign nations. It must rely in our firm belief in an overruling Providence who created all things by His power, governs all things by His wisdom, and who controls the affairs of nations as well as of man."

Cardinal Farley dwelt upon the meaning of solidarity as expressed by the purposes of the federation, scored the modern belief that morality could be maintained on a

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92616	78309	78
60878	7	222
475629	548163	195
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	6)5614488	234
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high plane without belief in the positive truths of the Christian religion, and dwelt upon the importance of inhibition as an essential part of character, asserting that the child should be taught to profit by the accumulated wisdom of the past.

He rebuked that part of the theatre which had shown inclination to pander to indecency and low tastes, and urged the federation to promote the Catholic movement for the improvement of the stage.

"The press, too, could stand considerable cleaning," he continued. "The public mind undergoes a sort of unconscious debauching process, by having the details of evil-living served up to it in the public prints."

Archbishop Bonzano, introduced next, said that much as he congratulated the Federation on the already apparent success of its convention he had before him the sad vision of the striking contrast of the beautiful scene of peace and harmony and the destructive war waging in Europe.

W. Bourke Cockran, the last speaker, said that only the Pope can end the present war. "I don't know just how he can do it," he said, "but I am convinced that no other power so universal as his exists, and that the representative on earth of Him who established constitutional law is the most appropriate and best equipped agency for the restoration of reason and justice and love."

On Monday a critical survey of conditions in the United States that ranged from divorce to alien radicalism in schools and colleges, the motion picture field, the Catholic theatre movement, immoral and scurrilous publications, objectionable advertising pictures, anti-Catholic organizations, and the Mexican situation, the efforts of the Federation to insure religious liberty south of the Rio Grande, in the report of Anthony Matre, National Secretary of the Federation.

The German Roman Catholic Central Verein sent Secretary of State Lansing a telegraph demanding that the Government of the United States hold the de facto Government of Mexico to the strictest observance of its guarantee of religious liberty for Roman Catholics in Mexico.

Resolution of the Reorganization Committee substituting a diocesan for the present geographical plan of representation was adopted.

All officers of the Federation except Vice-President Joseph T. Brennan, of Boston, whose place was filled by Dr. Peter Ganz, of Louisville, Ky., were re-elected.

Bishop Muldoon.

At the women's session of the Catholic Federation Convention, Bishop P. J. Muldoon, of Rockford, Ill., urged about two hundred delegates to join every state, county and city civic movement in their communities.

CALL FOR BINDERS.

We have ordered a limited number of patent self-binder covers for volumes of The Journal. Most of these have already been spoken for. The remaining few will be sent to those who make first response to this notice, enclosing \$1.15 for binder and shipping. We have had these binders made up especially for The Journal as an accommodation to many who wanted a volume binder that would also hold the copies of the magazine as they appeared from month to month.

New Head of Mercy Sisters

Sister Mary Regis has been elected mother superior of the Sisters of Mercy of the Denver motherhouse, succeeding Mother Xavier Meyers, who has been the efficient general of the order for fifteen years. Sister Mary Regis has spent twenty-six years as a teacher in Denver.

A Typographical Error Corrected.

As has proven to be the case in the best edited periodicals, typographical errors may creep in at the last moment and present a more or less changed status of word or sentence. In the June issue, an exception has been taken to the spelling of the word tale, found in the half page advertisement of the Rand McNally & Company of Chicago. Our proofreader overlooked the word "tail" and thereby caused a "tale" to be told as a consequence. The error happens twice in the same advertisement; once, in the paragraph entitled "Stories to Act" and again in the paragraph "Story Hours Plays." In the former instance, it has reference to Fairy Tale (not tails) stories of plants and animals, and in the latter, Fables and fairy tales (not tails) from Russia. Doubtless all will end well, should this correction have occasion to stimulate interest in the books advertised.



Keeping It Quiet.

Little Margaret lived in a gossipy neighborhood and, being an observant child, she had got some ideas into her curly head. One day, having done something naughty, she was sent upstairs to confess her transgression in prayer.

"Did you tell God all about it?" asked her mother when she came down again.

Margaret shook her head decidedly.

"Deed I didn't," she declared. "Why, it would have been all over heaven in no time." —Boston Transcript.

Proved His Point.

The old Scotch professor was trying to impress upon his students the value of observation.

"No," he complained, "ye dinna use your faculties of observation. Ye dinna use 'em. For instance—"

Picking up a pot of chemicals of horrible odor, he stuck his finger into it, and then into his mouth.

"Taste of it, gentlemen," he commanded, as he passed the pot from student to student.

After each had licked a finger and had felt a rebellion through his whole soul, the old professor laughed in triumph.

"I told you so!" he shouted. "Ye dinna use your faculties of observation! For if ye had observed, ye would ha' seen that the finger which I stuck into the pot was no the finger which I stuck into my mouth!"

Was Willing to Oblige.

John's father kept a candy store, and the little fellow often brought candy to school to divide with the other children. One morning the teacher noticed a strong smell of peppermint and began to investigate in order to stop eating during school hours. Unable to detect the culprit she bent over small John and whispered:

"John, have you any candy?"

"No, ma'am," he replied.

"Have any of the other boys any?"

"No, ma'am."

As she turned away he touched her hand and said: "I bring you some at noon."

Unanimous.

"Now, children," said the teacher, "I have been talking about cultivating a kindly disposition, and I will now tell you a little story. Henry had a nice little dog, gentle as a lamb. He would not bark at the passers-by or at strange dogs, and would never bite. William's dog, on the contrary, was always fighting other dogs, or flying at the hens and cats, and several times he seized a cow. He barked at strangers. Now, boys, which dog would you like to own—Henry's or William's?"

The answer came instantly, in one eager shout, "William's!"—Everybody's Magazine.

One Thing in Common.

One of the members of a committee of inspection on its tour of a certain penitentiary found himself in conversation with one of the convicts. The latter was disposed to be confidential, and thus unburdened himself:

"It is a terrible thing to be known by a number instead of a name, and to feel that all my life I shall be an object of suspicion among the police."

"But you will not be alone, my friend," said the visitor, consolingly. "The same things happens to people who own automobiles."—Exchange.

Nelson Not to Blame.

Once an old lady was being shown over Nelson's ship Victory. As the party approached the spot where Nelson met his death, the attendant pointed to the brass plate fixed in the deck and said:

"That is where Nelson fell."

The old lady was impressed, but not in the right way. "No wonder!" she said "I nearly tripped over that thing myself."



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NEW YORK CHARITIES.

Alluding to the New York charity wrangle, The Ecclesiastical Review (July) says: "Our Catholic Brothers and Sisters do not want to be eternally pestered by public officials telling them how they should run their institutions. . . . At the same time their isolation tends to make them narrow, self-satisfied and too much attached to traditional methods. They frequently look upon public officials as theorists who know little about the practical details of institutional work. This frame of mind, which is in evidence in some Catholic institutions, is not at all to be recommended. It is a great obstacle to the introduction of more modern methods of child care in those institutions. Public supervision, if carried out in a friendly and sympathetic manner, can do a great deal towards surmounting this obstacle."

In other words, the State may help our needy charities, both by granting them sums of money (two millions in New York) and also by giving them the benefit of visitations and advice from experts and students of charity efficiency. And unwise Catholics, lay and cleric, can injure our needy charities and endanger the continuance of public grants to them by starting tactless wrangles over what wards the visitors may inspect, or what ledgers they may open, all resulting in a public impression that such charities are willing to take public funds but unwilling to let the public see what is done with the money.

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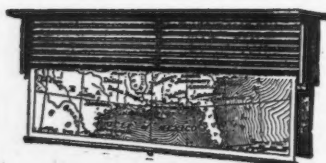
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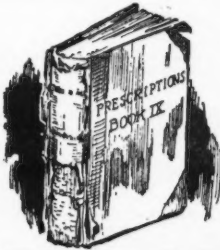
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Poems of Uplift and Cheer

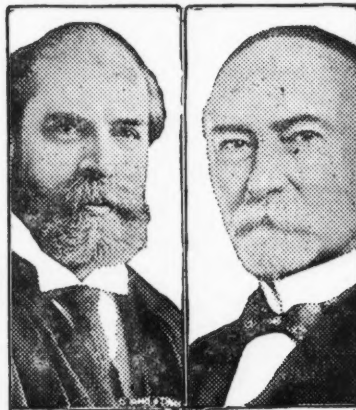
THE INEVITABLE.

I like the man who faces what he must
With step triumphant and a heart of cheer;
Who fights the daily battle without fear;
Sees his hopes fall, yet keeps unfaltering trust
That God is God,—that somehow, true and just
His plans work out for mortals; not a fear
Is shed when fortune, which the world holds dear,
Falls from his grasp—better, with love, a crust
Than living in dishonor; envies not,
Nor loses faith in man; but does his best,
Nor ever murmurs at his humbler lot;
But, with a smile and words of hope, gives zest
To every toiler. He alone is great
Who by a life heroic conquers fate.
—Sarah Knowles Bolton.

CATHOLIC COLLEGES WIN.

Creighton University, Omaha, won the Intercollegiate Peace Association's oratorical contest for the state of Nebraska. The other contestants were Bellevue College University of Omaha and Hastings College.
Loyola College, Baltimore, won for Maryland and the District of Columbia for the third consecutive time. The other competitors were Johns Hopkins University, Georgetown University and St. John's College, Annapolis.

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Charles E. Hughes Charles W. Fairbanks

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Woodrow Wilson Thomas R. Marshall

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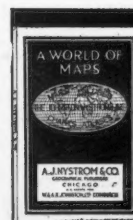
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(Continued from Page 197)

animated discussion on the problem of the Standard College, and it was the leading topic in every group throughout the entire meeting. A determination was evident among all departments of the Catholic Educational Association to arrive at some common understanding by which the various Departments of the Association could be brought into complete harmonious relations with each other, working each one to the advancement of its own interests without forgetting the well-being and growth of the others.

In pursuance of this determination the feeling gradually developed for the necessity of more frequent meetings among special groups, and it is expected that during the coming year committees from the various Departments will meet for a closer discussion of vital topics, in order that the work of these Departments may be better promoted. These meetings will be held at different points to suit the convenience of the delegates and will be in touch with, and under the control of, the Executive Board of the Association.

Heretofore the Superintendents and inspectors of Parish Schools have never had proper opportunity at the annual conventions for a thorough discussion of the problems before them; hence the present plan will enable them to plan one or more meetings in the course of the year when matters of importance to the conduct of the schools may receive just and careful attention.

A New Section Formed.

Yielding to the educational demands of the day, college courses have been added to a large number of Catholic academies for young women, and in the past ten years Catholic colleges for women have come to be a strong factor in the educational field. For some time the question of organizing these colleges has been put before the Catholic Educational Convention, resulting this year in giving over a section to their use, to be an adjunct of the College Department. The President and Secretary of the College Department will have charge of the annual program for this Section.

The New Officers.

Officers for the ensuing year were elected at the last general session on Thursday. Cardinal Gibbons remains Honorary President and Rt. Rev. T. J. Shahan, D. D., rector of the Catholic University, continues in the office of President General. The complete list of officers is as follows:

His Eminence, James Cardinal Gibbons, Honorary President.

Officers and Executive Board.

Rt. Rev. Thomas J. Shahan, D. D., President General, Washington, D. C.; Very Rev. James A. Burns, C. S. C., Washington, D. C.; Rt. Rev. Msgr. P. R. McDevitt, Philadelphia, Pa.; Very Rev. E. R. Dyer, S. S., D. D., Baltimore, Md., Vice-Presidents General; Rev. Francis W. Howard, L. L. D., Secretary General, Columbus, O.; Rev. Francis T. Moran, D. D., Treasurer General, Cleveland, O.

Very Rev. J. P. O'Mahoney, C. S. V., Bourbonnais, Ill.; Rev. F. P. Donnelly, S. J., Washington, D. C.; Rev. M. Schumacher, C. S. C., Notre Dame, Ind.; Very Rev. John F. Fenlon, S. S., D. D., Washington, D. C.; Rt. Rev. Msgr. John B. Peterson, Ph. D., Boston, Mass.; Rev. F. V. Corcoran, C. M., D. D., St. Louis, Mo.; Rev. Joseph F. Smith, New York, N. Y.; Rev. J. A. Dillon, Newark, N. J.; Brother John A. Waldron, S. M., Clayton, Mo.

Resolutions Adopted.

The following resolutions, presented by the Committee on Resolutions, were unanimously adopted as the sentiments of the thirteenth annual meeting of Catholic educators:

1. The thirteenth annual meeting of the Catholic Educational Association learns from the reports of its delegates from all sections of the country, gratifying evidence of earnestness, of solid progress and constant improvement in Catholic education.

2. The Association returns thanks to Our Holy Father for his blessing bestowed every year on the meeting of the Catholic educators of the United States, and to His Excellency the Apostolic Delegate, for his presence and his words of commendation and encouragement.

The Association returns thanks to His Eminence, Cardinal Gibbons, for his cordial invitation to meet in his metropolitan city and for his encouragement and interest in its work; to the Reverend clergy of the diocese and

(Continued on Page 207).

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RHINE WINE (Sourly, im- ported from Germany) - -	2.50	8.50	30.00

SWEET ALTAR WINES

CHATEAU LA ROSE (Not tart, a trifle sweet) - - -	1.25	5.00	16.00
GOLDEN CHASSELAS (Sweet tinge) - - - - -	1.15	4.75	15.00
CHABLIS SUPERIOR (Acme of perfection) - - - - -	1.05	4.50	14.50
CHATEAU YQUEM (Banquet Wine) - - - - -	1.00	4.00	13.50
FONTAINEBLEAU (Sweet) -	1.15	4.75	15.00
VINUM ALTARIS (Imported from Spain, trifle sweet) -	2.25	7.00	26.00

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the local committee for their services rendered to the convention; to the Knights of Columbus for the use of their hall by the College Department, and to the Christian Brothers of Calvert Hall for the generosity and carefulness with which they provided accommodations for the needs of our general and departmental meetings.

We tender our thanks to the Catholic Press of the Country for calling the attention of the public to this Association and to our meeting and for the generous space accorded our proceedings in their columns.

3. The Association recognizes the increasing demands for religious teachers in our schools. It therefore urges on parents and clergy the importance of fostering vocations to the Brotherhoods and Sisterhoods of the Church by holding up to the youth the beauty and glory of guiding the minds and hearts of the young in the ways of God.

4. The American Catholic school system stands for thorough-going and complete Americanism with undivided allegiance to our country from all, whatever sympathies they may legitimately entertain for the land of their ancestors. This is the spirit of our Catholic people as well as of our schools, and any individual deviation from it is an injury to Church and State.

5. In many of our large cities, there is a great lack of accommodations for the children of the elementary public schools, so that much overcrowding in classrooms results, and, moreover, large numbers of the children are unable to get only half time at school; in spite of this condition, the municipalities continue the policy of spending enormous sums of the public money on large and extravagantly equipped high schools, and even colleges. We reprobate this as a crime against the children of the common people, who need full time and proper accommodations during their few years of schooling. The municipalities have no right to favor the privileged few at the expense of the many, and should refrain from building new high schools until the needs of the many are supplied. We note this as a new evidence of the tendency to depart from democratic principles, and to use the money of all the people for the benefit of the few. The ultimate taxpayer is not the property owner, but the man who pays the rent; and he is being taxed to educate the children of the rich and well-to-do.

6. Attention should be called to the fact that promotion in the grade schools is sometimes too slow, individual pupils being retained in a grade when they are perfectly capable of keeping pace with the pupils of the next grade higher. By promotion in due time, capable pupils will be able to take up the study of classical and foreign languages earlier and begin sooner the preparation for their work of life.

7. The parochial associations of the alumni of our Catholic schools are among the most useful means of preserving the benefits of Catholic education and should, wherever practical, be promoted by our clergy and teachers. We heartily commend the recent union of the Alumnae Societies of our American Catholic Schools, which augurs great good to the cause of religion and education.

8. Our teaching Sisters are to be warmly commended for the zeal which they are manifesting for higher studies by their attendance at summer schools and the Sisters' College and by their eager use of all other educational advantages. As the perfecting of our high schools and colleges for women depends on the thorough preparation of the instructors, our teaching communities should be encouraged to give all practical educational facilities to the Sisters destined for the more advanced work.

9. Any measures tending towards the federal control of education are to be regarded as opposed to our traditional American policy and a menace to our educational liberties.

10. Now that various private and public organizations are striving to establish and enforce standards which call for endowments and large assets of money, our Catholic schools and colleges should insist that the voluntary services of their teachers, while not given for money or purchasable by money, should be reckoned at their full market value in any financial classification.

Adjournment on Thursday found those present unanimous in the opinion that the convention had been productive of much good work, and augured continued valuable work in the future. The proverbial hospitality of Baltimore received its due meed of praise, and heartfelt thanks were returned for the courtesy and consideration received on all sides.

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POSITION relates to place—every object must have its place.

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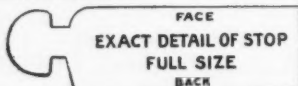
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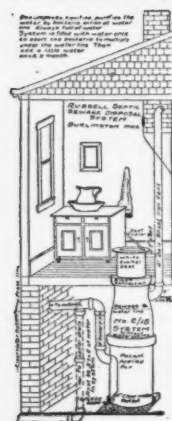
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"Pastoral Letters, Addresses and Other Writings" of The Right Rev. James G. McFaul, D. D., Bishop Trenton. Cloth; 403 pages; second edition. Price, \$1.50, net. Benziger Brothers, New York, Cincinnati, Chicago.

This volume contains 32 selections from sermons, addresses and other writings of Bishop McFaul, of Trenton, founder of The American Federation of Catholic Societies and reorganizer of the Ancient Order of Hibernians.

Bearing the imprimatur of John Cardinal Farley, it is edited by Reverend James J. Powers, Rector of the Church of St. Mary of the Lake, Lakewood, N. J., and is presented to the public with the hope that the selections submitted will afford a solution to some of the perplexing problems of the day and be conducive to a better understanding of social, civil and religious conditions.

"American Prose," by Walter C. Brown, Litt. D., Professor of English Literature, Brown University. Cloth; 732 pages. Price, \$1.50, net. Postage extra. The University of Chicago Press, Chicago, Illinois.

In this companion volume to Professor Brown's widely and favorably known American Poems, are assembled with scholarly discrimination, selections from thirty-seven representative American prose writers during the period 1607-1865.

The selections from the prose of the nineteenth century are limited to lectures, essays, and orations by the greater writers, thus following the modern tendency in books of selections towards including fewer authors and giving more space to each.

Selected and edited with illustrative and explanatory notes and a bibliography, this work is offered in the confident belief that it will meet the needs of a large body of teachers and students.

"The Legacy of the Exposition" is a literary monument of the Panama-Pacific Exposition of 1915, prepared by James A. Barr and Joseph M. Cumming and edited by Oscar H. Fernbach of the Exposition Staff, under the personal direction of Charles C. Moore and printed for the Exposition by John Henry Nash, San Francisco, 1916.

Attractively gotten up, this volume contains nearly 700 tributes of appreciation arranged in alphabetical order and selected from thousands of letters received from men and women of national and international reputation who had visited the Exposition and found it a source of stimulation and inspiration. Indeed, "The influence of this great demonstration of human achievement," to quote P. S. Campbell, President of the University of Oregon, "has already affected the lives of millions of people and from them will affect millions more; but that which will be remembered longest after the physical grandeur and beauty have passed will be the spirit of the nation that made it: a spirit which will not rest with achievement but will be ever ready with the next work to be done."

The Life of Samuel Johnson, L.L. D. By James Boswell, Esq. Edited with notes and an introduction by Max

J. Herzberg, Head of the English Department, Central High School, Newark, N. J. Cloth; illustrated; 280 pages. D. C. Heath & Co., Publishers, Boston, New York, Chicago. In this model biography is presented in chronological order a comprehensive account of Johnson's studies, a series of his epistolary correspondence, conversations with many eminent persons, and original pieces of his compositions; the whole exhibiting a view of literature and literary men in Great Britain for nearly half of the eighteenth century. Moreover, this biography is arranged for pedagogical reasons, in chapters, each prefaced with a topical indication of contents. Of Boswell's Life of Johnson, Burke, the greatest of English writers, observed: Boswell gives posterity a finer and truer idea of the essential greatness of the renowned sage than a reading of Rasselas or The Lives of the Poets would give."

"Heroes of Conquest and Empire." By Etta M. Underwood. Cloth; illustrated; 178 pages. Price, 40 cents. The Macmillan Company, New York. A further contribution to Everychild's Series of supplementary reading, this little work will appeal to the "hero worship" instinct of childhood. Heroes like William the Conqueror, Kublar Khan, Gustavus Adolphus, Peter the Great, Mahomet the Prophet, and Alexander the Great, here presented, inculcate lessons in leadership of practical value.

"A Catechism of Christian Doctrine." In Verse and Rhyme. Prepared and published by Rev. Henry C. Stehling. First Edition; paper; 48 pages. Publisher, Rev. Henry C. Stehling, 496 Broadway, Milwaukee, Wis. Neatly gotten up in large type, this little catechism in rhyme is a new departure, one which will appeal to the child's love of rhythm.

Graded Writing Text Books. By Albert W. Clark. Price, \$1.08 per dozen. (Books I and II.) Gunn & Company, 29 Beacon St., Boston. Letter formation preceded by movement work representing exercises on ellipses and basal forms from which letters and their elements are taken, together with study in visualization of letters and practice in writing from copies is the method here employed. This method plus personal co-operation and painstaking drill on the part of the pupil will insure success in penmanship.

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Heroes of the Mission Field. By Reverend H. J. Wegener, S. V. D. Cloth; illustrated; 298 pages. Price, 50 cents. Printed by The Mission Press, S. V. D. Techny, Illinois.

Originally written for and appearing in the "Little Messenger of the Sacred Heart," these sketches are, by special request, reprinted and here submitted in collective form. This, the second edition of the work, includes abridged lives of twelve famous missionaries and martyrs of "Our Own Times" as follows:

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"Elementary Civics," by Charles McCarthy, Ph. D., Litt. D., Legislative Reference Librarian, Madison, Wis.

Flora Swan, A. B., Director of Practice, Public Schools, Indianapolis, Indiana, and Jennie McMullen, A. M., Legislative Reference Library, Madison, Wis. Cloth; illustrated; 232 pages. List price, 75 cents. Thompson, Brown & Company, New York, Chicago, Boston.

In the present volume the authors have emphasized a new conception of civics, the evolutionary aspect as essential to an interpretation of social development. The establishment of causal connections and of the historical background, gives proper perspective and is as necessary as first hand contact with community life to a grasp of the great movements of society.

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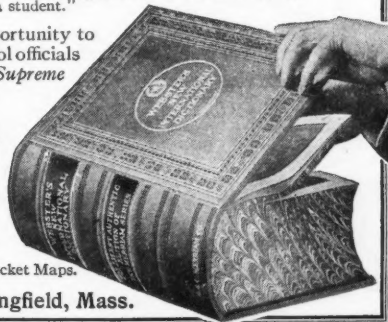
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The Educational Publishing Company also publish Augsburg's *Drawing*, so widely used in Catholic schools, the *Burke Literature and Art Readers*, prepared by Mrs. B. Ellen Burke, Editor of the *Sunday Companion*; and the *English and American Classics*, including practically all selections required in most high school courses. These Classics are specially edited for schools, being well annotated and supplied with introductions and explanations where these are necessary or advisable. They are published in two bindings, manila at fifteen cents per copy and cloth at twenty-five cents per copy.

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If any of the papers read at your convent or diocesan institute this summer seemed to you to be such as ought to be spread before Catholic teachers generally, for the good of the cause, make it a point to send copy of same to The Journal. One of the chief purposes of this magazine is to afford a medium of exchange of helpful ideas between religious teachers whose general motive and desire must necessarily be to do all possible for the advancement of Catholic educational interests everywhere.

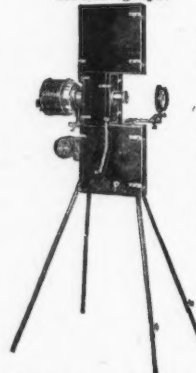
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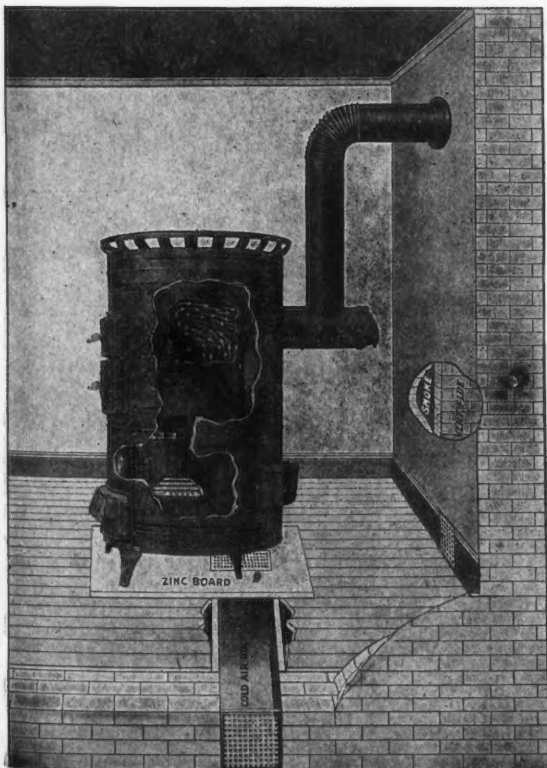
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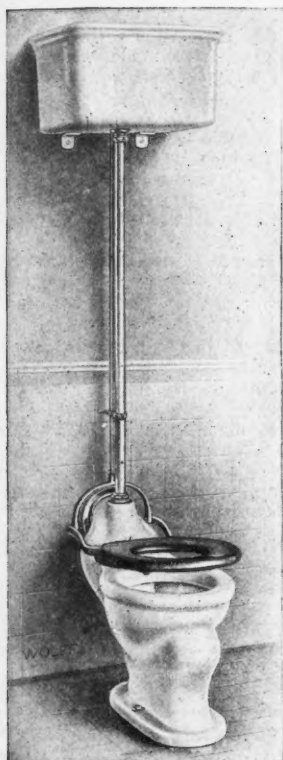
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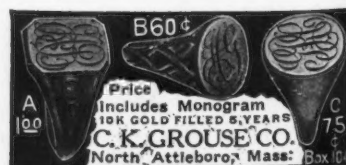
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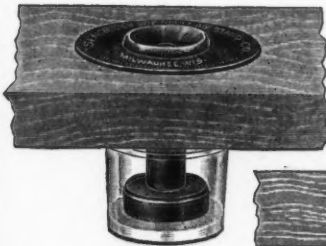
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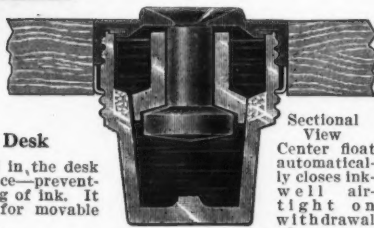
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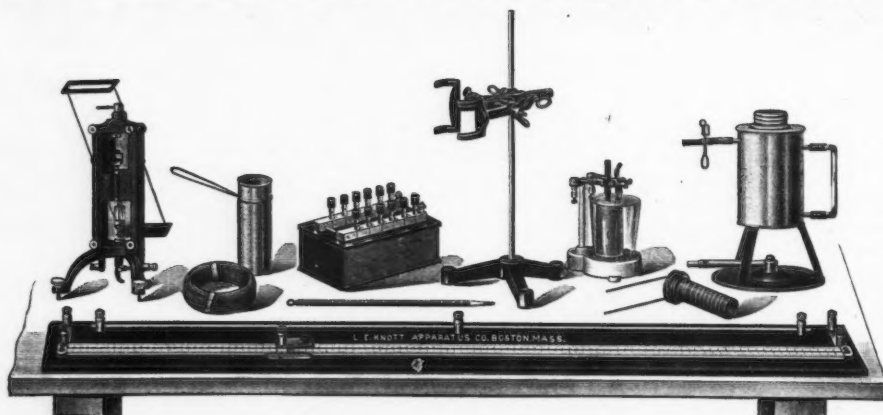
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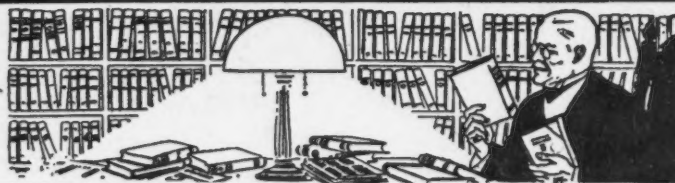
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